

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-05-01-03-0006

Grade Range : 9-12

Name: Bay Shore Senior High School

Principal: Edmund Frazier

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	408	481	509
Tenth	440	369	412
Eleventh	339	367	324
Twelfth	292	297	363
Ungraded Secondary	48	88	105
Total K-12 Enrollment	1527	1602	1713

## Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	32	2.1%	36	2.2%	48	2.8%
Black (Not Hispanic)	321	21.0%	330	20.6%	370	21.6%
Hispanic	288	18.9%	328	20.5%	358	20.9%
White (Not Hispanic)	886	58.0%	908	56.7%	937	54.7%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	23	23
Mathematics Grade 10	24	20	21
Science Grade 10	24	22	23
Social Studies Grade 10	22	21	23

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	89	5.8%	47	2.9%	71	4.1%
Eligible for Free Lunch	374	24.5%	350	21.9%	411	24.0%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.6%		93.9%		93.5%
Student Suspensions	96	6.4%	153	10.0%	141	8.8%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.7%	7.3%	8.3%
Public Assistance	1-10%	21-30%	21-30%
Student Stability	97%	98%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	126
Total Other Professional Staff	29
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	244	133	55%	251	147	59%	306	185	60%
Students with Disabilities	27	3	11%	35	5	14%	35	6	17%
All Students	271	136	50%	286	152	53%	341	191	56%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	170	139	3	14	14	1
Percent	50%	41%	1%	4%	4%	0%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
35	6	9	44

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			33		37	
	Entered GED Program*			5		16	
	Total Noncompleters			38		53	
Students with Disabilities	Dropped Out			10		5	
	Entered GED Program*			1		5	
	Total Noncompleters			11		10	
All Students	Dropped Out	6	0.4%	43	2.7%	42	2.5%
	Entered GED Program*	8	0.5%	6	0.4%	21	1.2%
	Total Noncompleters	14	0.9%	49	3.1%	63	3.7%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	1381
	Number of Students with Disabilities		0	227
	Number of All Students		0	1608
	Percent of Enrollment		0%	94%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	5	80%
Science	9	22%	8	50%	3	#
Reading	1	#	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	7	29%	2	#	1	#
U.S. Hist & Gov't	20	60%	2	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	32	59%	44	61%	90	64%
Science	24	38%	44	57%	65	52%
Reading	32	47%	23	65%	33	91%
Writing	31	87%	16	75%	31	94%
Global Studies	17	6%	3	#	39	36%
U.S. Hist & Gov't	35	43%	9	89%	22	55%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	353	370	362	54	42	47
Number Scoring 55–100	307	347	323	24	25	23
Number Scoring 65–100	240	323	303	8	18	18
Number Scoring 85–100	45	149	154	1	3	2
Percentage of Tested Scoring 55–100	87%	94%	89%	44%	60%	49%
Percentage of Tested Scoring 65–100	68%	87%	84%	15%	43%	38%
Percentage of Tested Scoring 85–100	13%	40%	43%	2%	7%	4%
<b>Mathematics A</b>						
Number Tested	38	117	409	5	35	63
Number Scoring 55–100	10	50	291	1	4	24
Number Scoring 65–100	4	32	245	0	1	15
Number Scoring 85–100	0	1	42	0	0	1
Percentage of Tested Scoring 55–100	26%	43%	71%	20%	11%	38%
Percentage of Tested Scoring 65–100	11%	27%	60%	0%	3%	24%
Percentage of Tested Scoring 85–100	0%	1%	10%	0%	0%	2%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	413	378	439	39	48	60
Number Scoring 55–100	393	357	392	35	38	42
Number Scoring 65–100	346	299	349	28	23	29
Number Scoring 85–100	90	67	108	4	2	3
Percentage of Tested Scoring 55–100	95%	94%	89%	90%	79%	70%
Percentage of Tested Scoring 65–100	84%	79%	79%	72%	48%	48%
Percentage of Tested Scoring 85–100	22%	18%	25%	10%	4%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	294	387	391	36	48	51
Number Scoring 55–100	250	360	368	24	36	36
Number Scoring 65–100	209	317	338	13	26	27
Number Scoring 85–100	82	94	126	2	3	5
Percentage of Tested Scoring 55–100	85%	93%	94%	67%	75%	71%
Percentage of Tested Scoring 65–100	71%	82%	86%	36%	54%	53%
Percentage of Tested Scoring 85–100	28%	24%	32%	6%	6%	10%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	356	354	399	29	41	51
Number Scoring 55–100	345	344	374	26	35	37
Number Scoring 65–100	319	327	338	19	24	26
Number Scoring 85–100	60	78	103	0	1	3
Percentage of Tested Scoring 55–100	97%	97%	94%	90%	85%	73%
Percentage of Tested Scoring 65–100	90%	92%	85%	66%	59%	51%
Percentage of Tested Scoring 85–100	17%	22%	26%	0%	2%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	176	216	202	11	12	13
Number Scoring 55–100	171	210	195	11	11	11
Number Scoring 65–100	160	198	186	9	10	9
Number Scoring 85–100	37	39	54	1	0	1
Percentage of Tested Scoring 55–100	97%	97%	97%	100%	92%	85%
Percentage of Tested Scoring 65–100	91%	92%	92%	82%	83%	69%
Percentage of Tested Scoring 85–100	21%	18%	27%	9%	0%	8%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		230	240		6	8
Number Scoring 55–100		223	231		6	6
Number Scoring 65–100		166	178		3	4
Number Scoring 85–100		10	20		0	0
Percentage of Tested Scoring 55–100		97%	96%		100%	75%
Percentage of Tested Scoring 65–100		72%	74%		50%	50%
Percentage of Tested Scoring 85–100		4%	8%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	41	46	50	1	3	1
Number Scoring 55–100	41	43	50	#	#	#
Number Scoring 65–100	37	38	50	#	#	#
Number Scoring 85–100	20	13	22	#	#	#
Percentage of Tested Scoring 55–100	100%	93%	100%	#	#	#
Percentage of Tested Scoring 65–100	90%	83%	100%	#	#	#
Percentage of Tested Scoring 85–100	49%	28%	44%	#	#	#
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	135	127	209	2	3	6
Number Scoring 55–100	134	124	204	#	#	6
Number Scoring 65–100	133	118	201	#	#	6
Number Scoring 85–100	91	64	151	#	#	4
Percentage of Tested Scoring 55–100	99%	98%	98%	#	#	100%
Percentage of Tested Scoring 65–100	99%	93%	96%	#	#	100%
Percentage of Tested Scoring 85–100	67%	50%	72%	#	#	67%
<b>Comprehensive Latin</b>						
Number Tested	30	29	35	0	1	1
Number Scoring 55–100	30	29	35	0	#	#
Number Scoring 65–100	30	29	33	0	#	#
Number Scoring 85–100	22	17	14	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	94%	0%	#	#
Percentage of Tested Scoring 85–100	73%	59%	40%	0%	#	#

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	314	283	124	9	11	9
Number Scoring 55–100	258	214	91	7	4	5
Number Scoring 65–100	219	185	71	5	4	4
Number Scoring 85–100	77	54	11	2	0	0
Percentage of Tested Scoring 55–100	82%	76%	73%	78%	36%	56%
Percentage of Tested Scoring 65–100	70%	65%	57%	56%	36%	44%
Percentage of Tested Scoring 85–100	25%	19%	9%	22%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	185	217	218	0	5	2
Number Scoring 55–100	174	206	187	0	4	#
Number Scoring 65–100	166	199	179	0	4	#
Number Scoring 85–100	85	91	75	0	2	#
Percentage of Tested Scoring 55–100	94%	95%	86%	0%	80%	#
Percentage of Tested Scoring 65–100	90%	92%	82%	0%	80%	#
Percentage of Tested Scoring 85–100	46%	42%	34%	0%	40%	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	83	100%	94	100%	103	91%
Students with Disabilities	27	89%	31	94%	38	63%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	3	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	5	0	0	0	0	5
Social Studies	5	0	0	0	0	5
Mathematics	5	0	0	0	0	5
Science	5	0	0	0	0	5

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	298	298	298	39	39	39	337	337	337
Number Scoring 55–64	10	9	5	5	4	8	15	13	13
Number Scoring 65–84	198	187	202	21	20	21	219	207	223
Number Scoring 85–100	77	87	83	6	2	2	83	89	85
Approved Alternatives	4	0	0	0	0	0	4	0	0

(Form – K)