

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-05-04-03-0000

Name: Sayville Union Free School District

Superintendent: Rosemary F. Jones

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	300	267	269
First	277	297	273
Second	288	281	287
Third	300	282	272
Fourth	257	307	279
Fifth	296	266	306
Sixth	311	304	274
Ungraded Elementary	0	0	25
Seventh	284	311	310
Eighth	262	285	309
Ninth	241	256	282
Tenth	263	242	251
Eleventh	254	262	242
Twelfth	219	250	250
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3552	3610	3629

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	94	2.6%	95	2.6%	96	2.6%
Black (Not Hispanic)	42	1.2%	34	0.9%	31	0.9%
Hispanic	52	1.5%	70	1.9%	50	1.4%
White (Not Hispanic)	3364	94.7%	3411	94.5%	3452	95.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	23	24
Common Branch	23	23	23
English Grade 8	22	25	23
Mathematics Grade 8	25	24	25
Science Grade 8	25	22	25
Social Studies Grade 8	26	24	25
English Grade 10	21	22	23
Mathematics Grade 10	9	23	18
Science Grade 10	21	25	22
Social Studies Grade 10	21	22	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
NA	NA

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	36	1.0%	23	0.6%	20	0.5%
Eligible for Free Lunch	100	2.8%	97	2.7%	101	2.8%

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		95.9%		95.6%		95.8%
Student Suspensions	32	0.9%	32	0.9%	70	1.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.9%	1.8%	1.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	278
Total Other Professional Staff	32
Total Paraprofessionals	53
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

*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	169	147	87%	189	137	72%	213	159	75%
Students with Disabilities	31	8	26%	30	8	27%	31	5	16%
All Students	200	155	78%	219	145	66%	244	164	67%

*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	145	76	0	0	21	2
Percent	59%	31%	0%	0%	9%	1%

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)
31	5	1	32

*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			7		6	
	Entered GED Program*			0		0	
	Total Noncompleters			7		6	
Students with Disabilities	Dropped Out			1		3	
	Entered GED Program*			0		0	
	Total Noncompleters			1		3	
All Students	Dropped Out	0	0.0%	8	0.8%	9	0.9%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	8	0.8%	9	0.9%

*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		881	893
	Number of Students with Disabilities		129	132
	Number of All Students		1010	1025
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	58	97%	45	100%	84	99%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	3	#	0	0%
Spanish	184	88%	193	94%	231	96%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	4	#	21	76%	11	82%

(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%	4	#	2	#
Science	0	0%	3	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	6	83%	4	#	2	#
U.S. Hist & Gov't	8	50%	3	#	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	92%	21	86%	26	81%
Science	2	#	23	96%	23	70%
Reading	4	#	2	#	11	91%
Writing	3	#	2	#	9	89%
Global Studies	11	55%	10	70%	19	42%
U.S. Hist & Gov't	14	71%	12	75%	6	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	252	239	242	48	27	28
Number Scoring 55–100	246	226	226	44	23	21
Number Scoring 65–100	227	214	219	34	16	21
Number Scoring 85–100	98	125	133	2	1	3
Percentage of Tested Scoring 55–100	98%	95%	93%	92%	85%	75%
Percentage of Tested Scoring 65–100	90%	90%	90%	71%	59%	75%
Percentage of Tested Scoring 85–100	39%	52%	55%	4%	4%	11%
Mathematics A						
Number Tested	0	27	273	0	14	33
Number Scoring 55–100	0	13	242	0	7	20
Number Scoring 65–100	0	7	218	0	5	16
Number Scoring 85–100	0	0	49	0	0	0
Percentage of Tested Scoring 55–100	0%	48%	89%	0%	50%	61%
Percentage of Tested Scoring 65–100	0%	26%	80%	0%	36%	48%
Percentage of Tested Scoring 85–100	0%	0%	18%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	295	241	260	46	25	26
Number Scoring 55–100	278	225	236	41	19	13
Number Scoring 65–100	261	204	220	32	16	11
Number Scoring 85–100	100	76	102	3	0	3
Percentage of Tested Scoring 55–100	94%	93%	91%	89%	76%	50%
Percentage of Tested Scoring 65–100	88%	85%	85%	70%	64%	42%
Percentage of Tested Scoring 85–100	34%	32%	39%	7%	0%	12%
U.S. History and Government (first administered June 2001)						
Number Tested	248	247	250	39	30	31
Number Scoring 55–100	225	223	246	29	21	30
Number Scoring 65–100	199	197	237	24	12	26
Number Scoring 85–100	104	72	144	4	0	7
Percentage of Tested Scoring 55–100	91%	90%	98%	74%	70%	97%
Percentage of Tested Scoring 65–100	80%	80%	95%	62%	40%	84%
Percentage of Tested Scoring 85–100	42%	29%	58%	10%	0%	23%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	203	225	240	13	12	14
Number Scoring 55–100	203	223	240	13	12	14
Number Scoring 65–100	201	221	239	11	11	14
Number Scoring 85–100	75	98	99	1	3	3
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	98%	100%	85%	92%	100%
Percentage of Tested Scoring 85–100	37%	44%	41%	8%	25%	21%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	255	255	259	34	26	26
Number Scoring 55–100	244	246	244	31	21	16
Number Scoring 65–100	226	232	236	23	16	15
Number Scoring 85–100	113	99	104	3	3	4
Percentage of Tested Scoring 55–100	96%	96%	94%	91%	81%	62%
Percentage of Tested Scoring 65–100	89%	91%	91%	68%	62%	58%
Percentage of Tested Scoring 85–100	44%	39%	40%	9%	12%	15%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		196	188		9	6
Number Scoring 55–100		179	171		4	3
Number Scoring 65–100		137	141		1	2
Number Scoring 85–100		23	39		0	0
Percentage of Tested Scoring 55–100		91%	91%		44%	50%
Percentage of Tested Scoring 65–100		70%	75%		11%	33%
Percentage of Tested Scoring 85–100		12%	21%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	41	67	56	1	2	0
Number Scoring 55–100	41	67	56	#	#	0
Number Scoring 65–100	41	65	55	#	#	0
Number Scoring 85–100	26	32	43	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	97%	98%	#	#	0%
Percentage of Tested Scoring 85–100	63%	48%	77%	#	#	0%
Comprehensive Italian						
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%
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	138	147	114	1	0	2
Number Scoring 55–100	137	145	114	#	0	#
Number Scoring 65–100	136	145	114	#	0	#
Number Scoring 85–100	111	111	84	#	0	#
Percentage of Tested Scoring 55–100	99%	99%	100%	#	0%	#
Percentage of Tested Scoring 65–100	99%	99%	100%	#	0%	#
Percentage of Tested Scoring 85–100	80%	76%	74%	#	0%	#
Comprehensive Latin						
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%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	247	238	16	21	9	4
Number Scoring 55–100	215	213	15	14	5	#
Number Scoring 65–100	194	199	11	11	3	#
Number Scoring 85–100	121	99	1	2	1	#
Percentage of Tested Scoring 55–100	87%	89%	94%	67%	56%	#
Percentage of Tested Scoring 65–100	79%	84%	69%	52%	33%	#
Percentage of Tested Scoring 85–100	49%	42%	6%	10%	11%	#
Sequential Mathematics, Course III						
Number Tested	208	191	201	20	8	6
Number Scoring 55–100	185	179	182	13	4	6
Number Scoring 65–100	169	166	159	12	2	5
Number Scoring 85–100	79	81	69	1	0	1
Percentage of Tested Scoring 55–100	89%	94%	91%	65%	50%	100%
Percentage of Tested Scoring 65–100	81%	87%	79%	60%	25%	83%
Percentage of Tested Scoring 85–100	38%	42%	34%	5%	0%	17%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	3	#	12	100%	15	100%
Students with Disabilities	0	0%	3	#	6	100%

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
Nov 2002	General-Education Students	277	0%	4%	75%	21%
	Students with Disabilities	30	3%	13%	77%	7%
	All Students	307	0%	5%	75%	19%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	273	0%	26%	67%	8%
	Students with Disabilities	30	3%	80%	17%	0%
	All Students	303	0%	31%	62%	7%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

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	221	221	221	38	38	38	259	259	259
Number Scoring 55–64	0	14	5	6	8	7	6	22	12
Number Scoring 65–84	118	112	111	23	15	16	141	127	127
Number Scoring 85–100	86	71	91	1	0	5	87	71	96
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)