

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-09-05-02-0001  
 Name: Hampton Bays Secondary School  
 Principal: Nicholas Dyno

Grade Range : 7-12

## 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	124	124	150
Eighth	127	128	122
Ninth	125	129	144
Tenth	95	136	125
Eleventh	93	94	126
Twelfth	102	95	82
Ungraded Secondary	16	20	16
Total K-12 Enrollment	682	726	765

## 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	3	0.4%	3	0.4%	4	0.5%
Black (Not Hispanic)	11	1.6%	14	1.9%	13	1.7%
Hispanic	121	17.7%	146	20.1%	170	22.2%
White (Not Hispanic)	547	80.2%	563	77.5%	578	75.6%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	19	18
Mathematics Grade 8	20	21	21
Science Grade 8	23	21	20
Social Studies Grade 8	23	21	20
English Grade 10	15	22	22
Mathematics Grade 10	0	25	21
Science Grade 10	14	10	22
Social Studies Grade 10	17	22	29

(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
50	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 middle 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	81	11.9%	90	12.4%	75	9.8%
Eligible for Free Lunch	60	8.8%	67	9.2%	80	10.5%

### 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		94.1%		94.8%		93.9%
Student Suspensions	77	12.2%	36	5.3%	11	1.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.2%	2.9%	3.4%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	91%	100%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	63
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	85	46	54%	0	0	0%	65	33	51%
Students with Disabilities	7	1	14%	0	0	0%	6	1	17%
All Students	92	47	51%	0	0	0%	71	34	48%

\*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	38	17	4	1	10	1
Percent	54%	24%	6%	1%	14%	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)
6	1	0	6

\*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			0		13	
	Entered GED Program*			0		1	
	Total Noncompleters			0		14	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
All Students	Dropped Out	9	2.1%	0	0.0%	15	3.1%
	Entered GED Program*	1	0.2%	0	0.0%	1	0.2%
	Total Noncompleters	10	2.4%	0	0.0%	16	3.3%

\*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	99
	Number of Students with Disabilities		0	17
	Number of All Students		0	116
	Percent of Enrollment		0%	42%
9-12	Number of General-Education Students		68	91
	Number of Students with Disabilities		20	9
	Number of All Students		88	100
	Percent of Enrollment		19%	21%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	17	100%	0	0%	49	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	58	97%	0	0%	129	95%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%	0	0%	2	#
Science	3	#	0	0%	7	100%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	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
Mathematics	23	83%	0	0%	10	70%
Science	0	0%	0	0%	18	72%
Reading	3	#	0	0%	16	100%
Writing	0	0%	0	0%	16	94%
Global Studies	1	#	0	0%	14	86%
U.S. Hist & Gov't	4	#	0	0%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	75	72	123	6	2	16
Number Scoring 55–100	69	66	110	4	#	13
Number Scoring 65–100	59	55	99	2	#	10
Number Scoring 85–100	14	22	34	0	#	0
Percentage of Tested Scoring 55–100	92%	92%	89%	67%	#	81%
Percentage of Tested Scoring 65–100	79%	76%	80%	33%	#	62%
Percentage of Tested Scoring 85–100	19%	31%	28%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	41	128	133	12	14	14
Number Scoring 55–100	16	88	108	2	6	5
Number Scoring 65–100	9	74	102	1	3	4
Number Scoring 85–100	0	23	53	0	0	1
Percentage of Tested Scoring 55–100	39%	69%	81%	17%	43%	36%
Percentage of Tested Scoring 65–100	22%	58%	77%	8%	21%	29%
Percentage of Tested Scoring 85–100	0%	18%	40%	0%	0%	7%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	74	0	0	3
Number Scoring 55–100	0	0	26	0	0	#
Number Scoring 65–100	0	0	19	0	0	#
Number Scoring 85–100	0	0	1	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	35%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	26%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	1%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	74	110	117	11	11	12
Number Scoring 55–100	71	106	107	8	11	9
Number Scoring 65–100	65	91	96	5	7	6
Number Scoring 85–100	27	29	29	2	0	1
Percentage of Tested Scoring 55–100	96%	96%	91%	73%	100%	75%
Percentage of Tested Scoring 65–100	88%	83%	82%	45%	64%	50%
Percentage of Tested Scoring 85–100	36%	26%	25%	18%	0%	8%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	90	64	113	7	2	14
Number Scoring 55–100	85	62	113	6	#	14
Number Scoring 65–100	71	58	112	3	#	14
Number Scoring 85–100	29	21	50	1	#	0
Percentage of Tested Scoring 55–100	94%	97%	100%	86%	#	100%
Percentage of Tested Scoring 65–100	79%	91%	99%	43%	#	100%
Percentage of Tested Scoring 85–100	32%	33%	44%	14%	#	0%

(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	116	94	66	20	9	2
Number Scoring 55–100	115	90	59	19	6	#
Number Scoring 65–100	104	83	50	14	4	#
Number Scoring 85–100	23	28	13	0	0	#
Percentage of Tested Scoring 55–100	99%	96%	89%	95%	67%	#
Percentage of Tested Scoring 65–100	90%	88%	76%	70%	44%	#
Percentage of Tested Scoring 85–100	20%	30%	20%	0%	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	46	107	181	1	13	23
Number Scoring 55–100	42	100	157	#	12	18
Number Scoring 65–100	38	90	142	#	9	11
Number Scoring 85–100	11	32	45	#	0	1
Percentage of Tested Scoring 55–100	91%	93%	87%	#	92%	78%
Percentage of Tested Scoring 65–100	83%	84%	78%	#	69%	48%
Percentage of Tested Scoring 85–100	24%	30%	25%	#	0%	4%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		57	77		2	5
Number Scoring 55–100		50	74		#	5
Number Scoring 65–100		37	57		#	4
Number Scoring 85–100		7	6		#	0
Percentage of Tested Scoring 55–100		88%	96%		#	100%
Percentage of Tested Scoring 65–100		65%	74%		#	80%
Percentage of Tested Scoring 85–100		12%	8%		#	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	6	3	13	0	1	0
Number Scoring 55–100	6	#	11	0	#	0
Number Scoring 65–100	5	#	11	0	#	0
Number Scoring 85–100	1	#	4	0	#	0
Percentage of Tested Scoring 55–100	100%	#	85%	0%	#	0%
Percentage of Tested Scoring 65–100	83%	#	85%	0%	#	0%
Percentage of Tested Scoring 85–100	17%	#	31%	0%	#	0%
<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	29	37	47	0	0	1
Number Scoring 55–100	29	37	45	0	0	#
Number Scoring 65–100	28	37	43	0	0	#
Number Scoring 85–100	22	29	34	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	100%	91%	0%	0%	#
Percentage of Tested Scoring 85–100	76%	78%	72%	0%	0%	#
<b>Comprehensive Latin</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%

(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	53	5	0	1	0	0
Number Scoring 55–100	45	4	0	#	0	0
Number Scoring 65–100	43	4	0	#	0	0
Number Scoring 85–100	20	0	0	#	0	0
Percentage of Tested Scoring 55–100	85%	80%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	81%	80%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	38%	0%	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	43	53	6	2	0	0
Number Scoring 55–100	28	39	3	#	0	0
Number Scoring 65–100	23	34	3	#	0	0
Number Scoring 85–100	13	15	0	#	0	0
Percentage of Tested Scoring 55–100	65%	74%	50%	#	0%	0%
Percentage of Tested Scoring 65–100	53%	64%	50%	#	0%	0%
Percentage of Tested Scoring 85–100	30%	28%	0%	#	0%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	10	100%	0	0%	104	68%
Students with Disabilities	5	100%	0	0%	19	58%

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	105	2%	46%	50%	2%
	Students with Disabilities	6	17%	67%	17%	0%
	All Students	111	3%	47%	49%	2%

(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	0	0	0	0	0	0
<b>Secondary Level</b>						
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	79	79	79	7	7	7	86	86	86
Number Scoring 55–64	3	1	2	0	2	2	3	3	4
Number Scoring 65–84	37	40	51	4	1	1	41	41	52
Number Scoring 85–100	26	21	18	0	1	1	26	22	19
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)