

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-05-01-03-0006
 Name: Bay Shore Senior High School
 Principal: Edmund Frazier

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	481	509	490
Tenth	369	412	431
Eleventh	367	324	365
Twelfth	297	363	329
Ungraded Secondary	88	105	109
Total K-12 Enrollment	1602	1713	1724

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	36	2.2%	48	2.8%	43	2.5%
Black (Not Hispanic)	330	20.6%	370	21.6%	395	22.9%
Hispanic	328	20.5%	358	20.9%	382	22.2%
White (Not Hispanic)	908	56.7%	937	54.7%	904	52.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	23	23	27
Mathematics Grade 10	20	21	23
Science Grade 10	22	23	22
Social Studies Grade 10	21	23	26

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	47	2.9%	71	4.1%	73	4.2%
Eligible for Free Lunch	350	21.9%	411	24.0%	453	26.3%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.9%		93.5%		92.5%
Student Suspensions	153	10.0%	141	8.8%	153	8.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.3%	8.3%	9.9%
Public Assistance	21-30%	21-30%	31-40%
Student Stability	98%	98%	100%

Staff Counts

Staff	2003-04
Total Teachers	124
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	251	147	59%	306	185	60%	292	184	63%
Students with Disabilities	35	5	14%	35	6	17%	40	3	7%
All Students	286	152	53%	341	191	56%	332	187	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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	158	148	5	10	11	0
Percent	48%	45%	2%	3%	3%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
40	3	3	43

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	33		37		22	1.5%
	Entered GED Program*	5		16		7	0.5%
	Total Noncompleters	38		53		29	2.0%
Students with Disabilities	Dropped Out	10		5		4	1.5%
	Entered GED Program*	1		5		5	1.9%
	Total Noncompleters	11		10		9	3.4%
All Students	Dropped Out	43	2.7%	42	2.5%	26	1.5%
	Entered GED Program*	6	0.4%	21	1.2%	12	0.7%
	Total Noncompleters	49	3.1%	63	3.7%	38	2.2%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	1381	1478
	Number of Students with Disabilities	0	227	246
	Number of All Students	0	1608	1724
	Percent of Enrollment	0%	94%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	5	80%	7	71%
Science	8	50%	3	#	5	60%
Reading	0	0%	0	0%	1	#
Writing	1	#	0	0%	0	0%
Global Studies	2	#	1	#	2	#
U.S. Hist & Gov't	2	#	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	44	61%	90	64%	74	65%
Science	44	57%	65	52%	70	71%
Reading	23	65%	33	91%	18	33%
Writing	16	75%	31	94%	20	90%
Global Studies	3	#	39	36%	28	32%
U.S. Hist & Gov't	9	89%	22	55%	21	48%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	370	362	403	42	47	51
Number Scoring 55-100	347	323	375	25	23	33
Number Scoring 65-100	323	303	342	18	18	25
Number Scoring 85-100	149	154	187	3	2	6
Percentage of Tested Scoring 55-100	94%	89%	93%	60%	49%	65%
Percentage of Tested Scoring 65-100	87%	84%	85%	43%	38%	49%
Percentage of Tested Scoring 85-100	40%	43%	46%	7%	4%	12%
Mathematics A						
Number Tested	117	409	459	35	63	70
Number Scoring 55-100	50	291	428	4	24	48
Number Scoring 65-100	32	245	370	1	15	24
Number Scoring 85-100	1	42	91	0	1	2
Percentage of Tested Scoring 55-100	43%	71%	93%	11%	38%	69%
Percentage of Tested Scoring 65-100	27%	60%	81%	3%	24%	34%
Percentage of Tested Scoring 85-100	1%	10%	20%	0%	2%	3%
Mathematics B						
Number Tested	0	0	188	0	0	2
Number Scoring 55-100	0	0	171	0	0	#
Number Scoring 65-100	0	0	145	0	0	#
Number Scoring 85-100	0	0	55	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	91%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	77%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	29%	0%	0%	#
Global History and Geography						
Number Tested	378	439	469	48	60	74
Number Scoring 55-100	357	392	408	38	42	42
Number Scoring 65-100	299	349	356	23	29	27
Number Scoring 85-100	67	108	118	2	3	1
Percentage of Tested Scoring 55-100	94%	89%	87%	79%	70%	57%
Percentage of Tested Scoring 65-100	79%	79%	76%	48%	48%	36%
Percentage of Tested Scoring 85-100	18%	25%	25%	4%	5%	1%
U.S. History and Government						
Number Tested	387	391	374	48	51	49
Number Scoring 55-100	360	368	337	36	36	30
Number Scoring 65-100	317	338	306	26	27	24
Number Scoring 85-100	94	126	139	3	5	5
Percentage of Tested Scoring 55-100	93%	94%	90%	75%	71%	61%
Percentage of Tested Scoring 65-100	82%	86%	82%	54%	53%	49%
Percentage of Tested Scoring 85-100	24%	32%	37%	6%	10%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	354	399	442	41	51	67
Number Scoring 55-100	344	374	417	35	37	50
Number Scoring 65-100	327	338	372	24	26	27
Number Scoring 85-100	78	103	99	1	3	1
Percentage of Tested Scoring 55-100	97%	94%	94%	85%	73%	75%
Percentage of Tested Scoring 65-100	92%	85%	84%	59%	51%	40%
Percentage of Tested Scoring 85-100	22%	26%	22%	2%	6%	1%
Physical Setting/Earth Science						
Number Tested	216	202	272	12	13	36
Number Scoring 55-100	210	195	232	11	11	27
Number Scoring 65-100	198	186	194	10	9	23
Number Scoring 85-100	39	54	18	0	1	1
Percentage of Tested Scoring 55-100	97%	97%	85%	92%	85%	75%
Percentage of Tested Scoring 65-100	92%	92%	71%	83%	69%	64%
Percentage of Tested Scoring 85-100	18%	27%	7%	0%	8%	3%
Physical Setting/Chemistry						
Number Tested	230	240	263	6	8	3
Number Scoring 55-100	223	231	251	6	6	#
Number Scoring 65-100	166	178	204	3	4	#
Number Scoring 85-100	10	20	30	0	0	#
Percentage of Tested Scoring 55-100	97%	96%	95%	100%	75%	#
Percentage of Tested Scoring 65-100	72%	74%	78%	50%	50%	#
Percentage of Tested Scoring 85-100	4%	8%	11%	0%	0%	#
Physical Setting/Physics						
Number Tested			111			0
Number Scoring 55-100			109			0
Number Scoring 65-100			97			0
Number Scoring 85-100			14			0
Percentage of Tested Scoring 55-100			98%			0%
Percentage of Tested Scoring 65-100			87%			0%
Percentage of Tested Scoring 85-100			13%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	46	50	60	3	1	0
Number Scoring 55-100	43	50	60	#	#	0
Number Scoring 65-100	38	50	59	#	#	0
Number Scoring 85-100	13	22	31	#	#	0
Percentage of Tested Scoring 55-100	93%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	83%	100%	98%	#	#	0%
Percentage of Tested Scoring 85-100	28%	44%	52%	#	#	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	127	209	193	3	6	2
Number Scoring 55-100	124	204	190	#	6	#
Number Scoring 65-100	118	201	183	#	6	#
Number Scoring 85-100	64	151	107	#	4	#
Percentage of Tested Scoring 55-100	98%	98%	98%	#	100%	#
Percentage of Tested Scoring 65-100	93%	96%	95%	#	100%	#
Percentage of Tested Scoring 85-100	50%	72%	55%	#	67%	#
Comprehensive Latin						
Number Tested	29	35	24	1	1	1
Number Scoring 55-100	29	35	24	#	#	#
Number Scoring 65-100	29	33	24	#	#	#
Number Scoring 85-100	17	14	17	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	94%	100%	#	#	#
Percentage of Tested Scoring 85-100	59%	40%	71%	#	#	#

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	217	218	37	5	2	1
Number Scoring 55-100	206	187	23	4	#	#
Number Scoring 65-100	199	179	19	4	#	#
Number Scoring 85-100	91	75	0	2	#	#
Percentage of Tested Scoring 55-100	95%	86%	62%	80%	#	#
Percentage of Tested Scoring 65-100	92%	82%	51%	80%	#	#
Percentage of Tested Scoring 85-100	42%	34%	0%	40%	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	94	100%	103	91%	103	92%
Students with Disabilities	31	94%	38	63%	31	61%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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	5	0	0	0	0	5
Secondary Level						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	0	#	#	#	#

2000 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	294	294	294	38	38	38	332	332	332
Number Scoring 55–64	7	4	2	5	7	8	12	11	10
Number Scoring 65–84	203	157	187	25	12	17	228	169	204
Number Scoring 85–100	67	114	93	3	4	5	70	118	98
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			56			0
Beginning (0-18)			4			0
Intermediate (19-31)			12			0
Advanced (32-36)			16			0
Proficient (37-39)			24			0
Reading and Writing (Grade 9-12)						
Number Tested			56			0
Beginning (0-14)			4			0
Intermediate (15-24)			16			0
Advanced (25-32)			31			0
Proficient (33-35)			5			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)