

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-11-03-0010  
 Name: Oceanside Senior High School  
 Principal: Dorie Ciulla

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	534	521	482
Tenth	498	498	495
Eleventh	397	471	503
Twelfth	397	392	463
Ungraded Secondary	4	9	15
Total K-12 Enrollment	1830	1891	1958

## 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	28	1.5%	25	1.3%	20	1.0%
Black (Not Hispanic)	7	0.4%	7	0.4%	7	0.4%
Hispanic	114	6.2%	80	4.2%	57	2.9%
White (Not Hispanic)	1681	91.9%	1779	94.1%	1874	95.7%

## 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	26	25	25
Mathematics Grade 10	23	21	19
Science Grade 10	18	22	21
Social Studies Grade 10	23	23	22

(Form - A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	186	10.2%	198	10.5%	48	2.5%
Eligible for Free Lunch	37	2.0%	35	1.9%	23	1.2%

### 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		98.0%		98.0%		98.0%
Student Suspensions	79	4.5%	138	7.5%	207	11.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.9%	1.0%	0.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	100%	99%

### Staff Counts

Staff	2003-04
Total Teachers	152
Total Other Professional Staff	26
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*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	347	285	82%	340	245	72%	403	347	86%
Students with Disabilities	33	10	30%	21	4	19%	32	16	50%
All Students	380	295	78%	361	249	69%	435	363	83%

\*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	302	109	1	1	3	19
Percent	69%	25%	0%	0%	1%	4%

## 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)
32	16	3	35

\*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	9		4		8	0.4%
	Entered GED Program*	0		1		26	1.4%
	Total Noncompleters	9		5		34	1.9%
Students with Disabilities	Dropped Out	0		0		3	1.5%
	Entered GED Program*	0		0		2	1.0%
	Total Noncompleters	0		0		5	2.5%
All Students	Dropped Out	9	0.5%	4	0.2%	11	0.6%
	Entered GED Program*	0	0.0%	1	0.1%	28	1.4%
	Total Noncompleters	9	0.5%	5	0.3%	39	2.0%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	47	94%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	99	93%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	249	94%	6	100%	0	0%

## 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%	1	#	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	0	0%	7	43%	2	#
Science	0	0%	1	#	1	#
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	4	#	13	69%
Science	0	0%	6	33%	5	80%
Reading	0	0%	3	#	1	#
Writing	0	0%	1	#	5	100%
Global Studies	0	0%	14	50%	11	82%
U.S. Hist & Gov't	0	0%	3	#	8	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	372	445	466	24	34	43
Number Scoring 55-100	350	430	459	17	28	40
Number Scoring 65-100	329	416	452	12	22	37
Number Scoring 85-100	141	206	208	2	4	4
Percentage of Tested Scoring 55-100	94%	97%	98%	71%	82%	93%
Percentage of Tested Scoring 65-100	88%	93%	97%	50%	65%	86%
Percentage of Tested Scoring 85-100	38%	46%	45%	8%	12%	9%
<b>Mathematics A</b>						
Number Tested	4	459	447	0	38	34
Number Scoring 55-100	#	421	443	0	27	32
Number Scoring 65-100	#	385	436	0	24	27
Number Scoring 85-100	#	115	215	0	2	10
Percentage of Tested Scoring 55-100	#	92%	99%	0%	71%	94%
Percentage of Tested Scoring 65-100	#	84%	98%	0%	63%	79%
Percentage of Tested Scoring 85-100	#	25%	48%	0%	5%	29%
<b>Mathematics B</b>						
Number Tested	0	0	221	0	0	2
Number Scoring 55-100	0	0	207	0	0	#
Number Scoring 65-100	0	0	191	0	0	#
Number Scoring 85-100	0	0	78	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	94%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	35%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	477	504	479	36	49	46
Number Scoring 55-100	467	480	460	32	40	42
Number Scoring 65-100	431	455	432	24	35	32
Number Scoring 85-100	162	233	234	2	8	6
Percentage of Tested Scoring 55-100	98%	95%	96%	89%	82%	91%
Percentage of Tested Scoring 65-100	90%	90%	90%	67%	71%	70%
Percentage of Tested Scoring 85-100	34%	46%	49%	6%	16%	13%
<b>U.S. History and Government</b>						
Number Tested	394	456	491	23	34	49
Number Scoring 55-100	377	450	477	20	33	44
Number Scoring 65-100	337	434	452	16	29	39
Number Scoring 85-100	124	255	268	3	5	10
Percentage of Tested Scoring 55-100	96%	99%	97%	87%	97%	90%
Percentage of Tested Scoring 65-100	86%	95%	92%	70%	85%	80%
Percentage of Tested Scoring 85-100	31%	56%	55%	13%	15%	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	488	405	380	55	16	46
Number Scoring 55-100	477	393	361	48	15	37
Number Scoring 65-100	459	362	338	36	10	30
Number Scoring 85-100	147	99	79	4	1	1
Percentage of Tested Scoring 55-100	98%	97%	95%	87%	94%	80%
Percentage of Tested Scoring 65-100	94%	89%	89%	65%	62%	65%
Percentage of Tested Scoring 85-100	30%	24%	21%	7%	6%	2%
<b>Physical Setting/Earth Science</b>						
Number Tested	486	466	478	33	43	43
Number Scoring 55-100	472	445	444	28	36	34
Number Scoring 65-100	452	430	398	24	32	24
Number Scoring 85-100	254	244	175	5	9	5
Percentage of Tested Scoring 55-100	97%	95%	93%	85%	84%	79%
Percentage of Tested Scoring 65-100	93%	92%	83%	73%	74%	56%
Percentage of Tested Scoring 85-100	52%	52%	37%	15%	21%	12%
<b>Physical Setting/Chemistry</b>						
Number Tested	269	400	377	4	12	14
Number Scoring 55-100	261	374	352	#	10	13
Number Scoring 65-100	220	301	265	#	4	7
Number Scoring 85-100	69	68	55	#	0	2
Percentage of Tested Scoring 55-100	97%	94%	93%	#	83%	93%
Percentage of Tested Scoring 65-100	82%	75%	70%	#	33%	50%
Percentage of Tested Scoring 85-100	26%	17%	15%	#	0%	14%
<b>Physical Setting/Physics</b>						
Number Tested			108			1
Number Scoring 55-100			104			#
Number Scoring 65-100			93			#
Number Scoring 85-100			33			#
Percentage of Tested Scoring 55-100			96%			#
Percentage of Tested Scoring 65-100			86%			#
Percentage of Tested Scoring 85-100			31%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	43	21	38	0	0	0
Number Scoring 55-100	43	21	38	0	0	0
Number Scoring 65-100	42	21	38	0	0	0
Number Scoring 85-100	21	14	22	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	49%	67%	58%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	78	83	84	0	1	0
Number Scoring 55-100	78	82	84	0	#	0
Number Scoring 65-100	78	80	84	0	#	0
Number Scoring 85-100	39	37	62	0	#	0
Percentage of Tested Scoring 55-100	100%	99%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	96%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	50%	45%	74%	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	3	0	4	1	0	0
Number Scoring 55-100	#	0	#	#	0	0
Number Scoring 65-100	#	0	#	#	0	0
Number Scoring 85-100	#	0	#	#	0	0
Percentage of Tested Scoring 55-100	#	0%	#	#	0%	0%
Percentage of Tested Scoring 65-100	#	0%	#	#	0%	0%
Percentage of Tested Scoring 85-100	#	0%	#	#	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	241	263	219	3	2	4
Number Scoring 55-100	237	262	216	#	#	#
Number Scoring 65-100	233	259	213	#	#	#
Number Scoring 85-100	182	185	142	#	#	#
Percentage of Tested Scoring 55-100	98%	100%	99%	#	#	#
Percentage of Tested Scoring 65-100	97%	98%	97%	#	#	#
Percentage of Tested Scoring 85-100	76%	70%	65%	#	#	#
<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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	280	370	36	4	8	1
Number Scoring 55-100	275	316	26	#	4	#
Number Scoring 65-100	264	288	21	#	4	#
Number Scoring 85-100	172	115	2	#	0	#
Percentage of Tested Scoring 55-100	98%	85%	72%	#	50%	#
Percentage of Tested Scoring 65-100	94%	78%	58%	#	50%	#
Percentage of Tested Scoring 85-100	61%	31%	6%	#	0%	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	13	100%	85	91%	63	95%
Students with Disabilities	3	#	13	62%	9	100%

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
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	414	414	414	46	46	46	460	460	460
Number Scoring 55–64	15	10	7	7	2	6	22	12	13
Number Scoring 65–84	222	143	159	25	26	26	247	169	185
Number Scoring 85–100	167	249	245	2	6	6	169	255	251
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			24			0
Beginning (0-18)			3			0
Intermediate (19-31)			7			0
Advanced (32-36)			6			0
Proficient (37-39)			8			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			24			0
Beginning (0-14)			2			0
Intermediate (15-24)			10			0
Advanced (25-32)			11			0
Proficient (33-35)			1			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)