

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-07-01-02-0001

Grade Range : K-12

Name: Shelter Island School

Principal: Kevin Stack

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	24	31	14
First	17	25	29
Second	22	16	22
Third	25	24	16
Fourth	21	26	21
Fifth	21	22	21
Sixth	21	19	22
Ungraded Elementary	0	0	0
Seventh	17	21	21
Eighth	28	17	18
Ninth	21	27	19
Tenth	9	22	25
Eleventh	23	10	21
Twelfth	20	25	12
Ungraded Secondary	0	0	0
Total K-12 Enrollment	269	285	261

## 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	0	0.0%	0	0.0%	1	0.4%
Black (Not Hispanic)	0	0.0%	3	1.1%	5	1.9%
Hispanic	4	1.5%	2	0.7%	4	1.5%
White (Not Hispanic)	265	98.5%	280	98.2%	251	96.2%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	24	16	14
Common Branch	21	22	18
English Grade 8	28	17	18
Mathematics Grade 8	0	0	12
Science Grade 8	28	17	18
Social Studies Grade 8	28	17	18
English Grade 10	4	0	25
Mathematics Grade 10	0	7	9
Science Grade 10	7	21	24
Social Studies Grade 10	0	21	25

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	6	2.2%	7	2.5%	7	2.7%
Eligible for Free Lunch	7	2.6%	8	2.8%	7	2.7%

### 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		94.2%		95.6%		94.7%
Student Suspensions	1	0.4%	3	1.1%	5	1.8%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.9%	6.7%	5.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	92%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	33
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	17	12	71%	17	13	76%	11	7	64%
Students with Disabilities	3	2	67%	3	0	0%	1	0	0%
All Students	20	14	70%	20	13	65%	12	7	58%

\*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	10	2	0	0	0	0
Percent	83%	17%	0%	0%	0%	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)
1	0	0	1

\*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			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	1	1.4%	1	1.2%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	1	1.4%	1	1.2%	0	0.0%

\*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		1	0
	Number of Students with Disabilities		0	4
	Number of All Students		1	4
	Percent of Enrollment		2%	7%
9-12	Number of General-Education Students		13	0
	Number of Students with Disabilities		0	12
	Number of All Students		13	12
	Percent of Enrollment		15%	16%

## 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	23	96%	18	94%	16	100%

### 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	1	#	2	#	2	#

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

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	5	80%
Science	0	0%	2	#	0	0%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	2	#	2	#
U.S. Hist & Gov't	0	0%	1	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	25	11	20	4	1	4
Number Scoring 55–100	25	11	19	#	#	#
Number Scoring 65–100	24	8	17	#	#	#
Number Scoring 85–100	7	4	9	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	95%	#	#	#
Percentage of Tested Scoring 65–100	96%	73%	85%	#	#	#
Percentage of Tested Scoring 85–100	28%	36%	45%	#	#	#
<b>Mathematics A</b>						
Number Tested	5	2	29	0	1	5
Number Scoring 55–100	5	#	26	0	#	2
Number Scoring 65–100	4	#	23	0	#	1
Number Scoring 85–100	1	#	9	0	#	0
Percentage of Tested Scoring 55–100	100%	#	90%	0%	#	40%
Percentage of Tested Scoring 65–100	80%	#	79%	0%	#	20%
Percentage of Tested Scoring 85–100	20%	#	31%	0%	#	0%
<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	13	24	25	3	5	2
Number Scoring 55–100	13	23	24	#	4	#
Number Scoring 65–100	13	18	22	#	3	#
Number Scoring 85–100	1	8	12	#	0	#
Percentage of Tested Scoring 55–100	100%	96%	96%	#	80%	#
Percentage of Tested Scoring 65–100	100%	75%	88%	#	60%	#
Percentage of Tested Scoring 85–100	8%	33%	48%	#	0%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	21	15	22	3	2	5
Number Scoring 55–100	20	13	21	#	#	5
Number Scoring 65–100	20	11	17	#	#	3
Number Scoring 85–100	11	2	11	#	#	0
Percentage of Tested Scoring 55–100	95%	87%	95%	#	#	100%
Percentage of Tested Scoring 65–100	95%	73%	77%	#	#	60%
Percentage of Tested Scoring 85–100	52%	13%	50%	#	#	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	20	25	17	4	2	3
Number Scoring 55–100	20	25	17	#	#	#
Number Scoring 65–100	20	25	16	#	#	#
Number Scoring 85–100	5	6	6	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	94%	#	#	#
Percentage of Tested Scoring 85–100	25%	24%	35%	#	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	8	23	44	2	4	7
Number Scoring 55–100	8	23	41	#	#	5
Number Scoring 65–100	4	20	38	#	#	4
Number Scoring 85–100	1	8	18	#	#	1
Percentage of Tested Scoring 55–100	100%	100%	93%	#	#	71%
Percentage of Tested Scoring 65–100	50%	87%	86%	#	#	57%
Percentage of Tested Scoring 85–100	12%	35%	41%	#	#	14%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		6	0		0	0
Number Scoring 55–100		6	0		0	0
Number Scoring 65–100		4	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of Tested Scoring 55–100		100%	0%		0%	0%
Percentage of Tested Scoring 65–100		67%	0%		0%	0%
Percentage of Tested Scoring 85–100		0%	0%		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	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 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	9	13	19	0	0	0
Number Scoring 55–100	9	13	19	0	0	0
Number Scoring 65–100	9	13	19	0	0	0
Number Scoring 85–100	8	11	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	89%	85%	74%	0%	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	13	15	1	0	0	1
Number Scoring 55–100	13	13	#	0	0	#
Number Scoring 65–100	13	11	#	0	0	#
Number Scoring 85–100	6	6	#	0	0	#
Percentage of Tested Scoring 55–100	100%	87%	#	0%	0%	#
Percentage of Tested Scoring 65–100	100%	73%	#	0%	0%	#
Percentage of Tested Scoring 85–100	46%	40%	#	0%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	13	10	13	0	0	0
Number Scoring 55–100	13	9	11	0	0	0
Number Scoring 65–100	12	9	11	0	0	0
Number Scoring 85–100	4	5	3	0	0	0
Percentage of Tested Scoring 55–100	100%	90%	85%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	90%	85%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	50%	23%	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%	13	100%	15	87%
Students with Disabilities	2	#	0	0%	3	#

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	19	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	21	0%	10%	52%	38%

### 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	13	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	17	0%	24%	59%	18%

(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	9	9	9	1	1	1	10	10	10
Number Scoring 55–64	#	#	#	#	#	#	0	0	2
Number Scoring 65–84	#	#	#	#	#	#	9	7	6
Number Scoring 85–100	#	#	#	#	#	#	1	2	1
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)