

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-10-05-02-0003

Grade Range : 7-12

Name: Southold Junior-Senior High School

Principal: Mary Fitzpatrick

## 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	86	98	90
Eighth	67	86	94
Ninth	72	68	86
Tenth	79	74	67
Eleventh	61	76	72
Twelfth	79	60	76
Ungraded Secondary	3	0	0
Total K-12 Enrollment	447	462	485

## 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	4	0.9%	5	1.1%	4	0.8%
Black (Not Hispanic)	6	1.3%	8	1.7%	10	2.1%
Hispanic	11	2.5%	16	3.5%	16	3.3%
White (Not Hispanic)	426	95.3%	433	93.7%	455	93.8%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	17	19
Mathematics Grade 8	17	18	24
Science Grade 8	18	7	0
Social Studies Grade 8	14	18	19
English Grade 10	18	19	21
Mathematics Grade 10	19	15	15
Science Grade 10	19	23	0
Social Studies Grade 10	0	0	18

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.4%	2	0.4%	2	0.4%
Eligible for Free Lunch	5	1.1%	8	1.7%	11	2.3%

### 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		96.3%		96.1%		95.8%
Student Suspensions	21	5.2%	48	10.7%	25	5.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.0%	0.6%	1.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	95%	96%

### Staff Counts

Staff	2002–2003
Total Teachers	43
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	73	44	60%	54	34	63%	65	46	71%
Students with Disabilities	6	0	0%	6	2	33%	5	0	0%
All Students	79	44	56%	60	36	60%	70	46	66%

\*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	50	8	2	7	2	1
Percent	71%	11%	3%	10%	3%	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)
5	0	0	5

\*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			4		1	
	Entered GED Program*			0		0	
	Total Noncompleters			4		1	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	3	1.0%	4	1.4%	2	0.7%
	Entered GED Program*	1	0.3%	0	0.0%	0	0.0%
	Total Noncompleters	4	1.4%	4	1.4%	2	0.7%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	8	100%	13	85%	13	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	55	84%	58	95%	69	97%

### 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	0	0%	4	#	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	0	0%	0	0%	3	#
Science	0	0%	0	0%	3	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
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	9	89%	11	91%	15	93%
Science	5	80%	7	86%	8	75%
Reading	6	100%	13	100%	5	100%
Writing	6	83%	7	100%	4	#
Global Studies	4	#	3	#	2	#
U.S. Hist & Gov't	3	#	4	#	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	60	72	75	6	6	4
Number Scoring 55–100	59	66	73	6	1	#
Number Scoring 65–100	57	57	69	5	1	#
Number Scoring 85–100	19	33	34	0	0	#
Percentage of Tested Scoring 55–100	98%	92%	97%	100%	17%	#
Percentage of Tested Scoring 65–100	95%	79%	92%	83%	17%	#
Percentage of Tested Scoring 85–100	32%	46%	45%	0%	0%	#
<b>Mathematics A</b>						
Number Tested	0	66	96	0	11	15
Number Scoring 55–100	0	49	67	0	4	2
Number Scoring 65–100	0	42	57	0	3	1
Number Scoring 85–100	0	13	18	0	0	0
Percentage of Tested Scoring 55–100	0%	74%	70%	0%	36%	13%
Percentage of Tested Scoring 65–100	0%	64%	59%	0%	27%	7%
Percentage of Tested Scoring 85–100	0%	20%	19%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	16	0	0	0
Number Scoring 55–100	0	0	13	0	0	0
Number Scoring 65–100	0	0	10	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	81%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	62%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	77	70	60	11	7	4
Number Scoring 55–100	75	68	57	9	5	#
Number Scoring 65–100	73	66	55	7	4	#
Number Scoring 85–100	40	22	29	1	0	#
Percentage of Tested Scoring 55–100	97%	97%	95%	82%	71%	#
Percentage of Tested Scoring 65–100	95%	94%	92%	64%	57%	#
Percentage of Tested Scoring 85–100	52%	31%	48%	9%	0%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	58	72	72	5	3	5
Number Scoring 55–100	57	69	71	5	#	4
Number Scoring 65–100	49	58	71	4	#	4
Number Scoring 85–100	14	21	40	1	#	0
Percentage of Tested Scoring 55–100	98%	96%	99%	100%	#	80%
Percentage of Tested Scoring 65–100	84%	81%	99%	80%	#	80%
Percentage of Tested Scoring 85–100	24%	29%	56%	20%	#	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	60	61	57	3	3	2
Number Scoring 55–100	60	61	57	#	#	#
Number Scoring 65–100	60	61	56	#	#	#
Number Scoring 85–100	13	16	23	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	98%	#	#	#
Percentage of Tested Scoring 85–100	22%	26%	40%	#	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	65	69	72	7	7	9
Number Scoring 55–100	65	67	71	7	6	8
Number Scoring 65–100	63	63	65	7	4	5
Number Scoring 85–100	38	48	44	1	1	0
Percentage of Tested Scoring 55–100	100%	97%	99%	100%	86%	89%
Percentage of Tested Scoring 65–100	97%	91%	90%	100%	57%	56%
Percentage of Tested Scoring 85–100	58%	70%	61%	14%	14%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		48	64		0	2
Number Scoring 55–100		47	60		0	#
Number Scoring 65–100		36	51		0	#
Number Scoring 85–100		6	7		0	#
Percentage of Tested Scoring 55–100		98%	94%		0%	#
Percentage of Tested Scoring 65–100		75%	80%		0%	#
Percentage of Tested Scoring 85–100		12%	11%		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	10	17	4	0	0	0
Number Scoring 55–100	10	16	#	0	0	0
Number Scoring 65–100	10	15	#	0	0	0
Number Scoring 85–100	6	4	#	0	0	0
Percentage of Tested Scoring 55–100	100%	94%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	88%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	60%	24%	#	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	31	31	30	0	0	0
Number Scoring 55–100	31	31	30	0	0	0
Number Scoring 65–100	31	31	30	0	0	0
Number Scoring 85–100	22	22	18	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	71%	71%	60%	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	92	59	4	6	6	3
Number Scoring 55–100	84	52	#	6	2	#
Number Scoring 65–100	79	48	#	5	1	#
Number Scoring 85–100	39	17	#	1	1	#
Percentage of Tested Scoring 55–100	91%	88%	#	100%	33%	#
Percentage of Tested Scoring 65–100	86%	81%	#	83%	17%	#
Percentage of Tested Scoring 85–100	42%	29%	#	17%	17%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	58	72	52	2	1	2
Number Scoring 55–100	49	57	28	#	#	#
Number Scoring 65–100	39	48	23	#	#	#
Number Scoring 85–100	21	24	3	#	#	#
Percentage of Tested Scoring 55–100	84%	79%	54%	#	#	#
Percentage of Tested Scoring 65–100	67%	67%	44%	#	#	#
Percentage of Tested Scoring 85–100	36%	33%	6%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	24	100%	32	100%	14	100%
Students with Disabilities	4	#	5	100%	1	#

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	81	0%	12%	73%	15%
	Students with Disabilities	14	7%	50%	43%	0%
	All Students	95	1%	18%	68%	13%

(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	68	68	68	8	8	8	76	76	76
Number Scoring 55–64	0	7	0	1	1	0	1	8	0
Number Scoring 65–84	25	37	30	5	1	4	30	38	34
Number Scoring 85–100	39	21	34	0	0	0	39	21	34
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)