

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-09-06-03-0003
 Name: Southampton Senior High School
 Principal: Mark Bauman

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	133	155	169
Tenth	159	132	155
Eleventh	166	155	122
Twelfth	119	162	158
Ungraded Secondary	11	16	9
Total K-12 Enrollment	588	620	613

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	37	6.3%	38	6.1%	39	6.4%
Black (Not Hispanic)	52	8.8%	58	9.4%	58	9.5%
Hispanic	76	12.9%	89	14.4%	94	15.3%
White (Not Hispanic)	423	71.9%	435	70.2%	422	68.8%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
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	17	17	16
Mathematics Grade 10	14	12	19
Science Grade 10	18	22	19
Social Studies Grade 10	21	16	19

(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
54	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 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.9%	64	10.3%	67	10.9%
Eligible for Free Lunch	32	5.4%	50	8.1%	27	4.4%

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		95.6%		94.4%		95.2%
Student Suspensions	35	5.8%	28	4.8%	81	13.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.0%	2.4%	1.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	98%	98%

Staff Counts

Staff	2002–2003
Total Teachers	58
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	100	52	52%	133	77	58%	124	75	60%
Students with Disabilities	23	4	17%	18	0	0%	21	1	5%
All Students	123	56	46%	151	77	51%	145	76	52%

*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	82	35	2	4	17	5
Percent	57%	24%	1%	3%	12%	3%

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)
21	1	5	26

*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			12		6	
	Entered GED Program*			2		1	
	Total Noncompleters			14		7	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			1		1	
	Total Noncompleters			1		2	
All Students	Dropped Out	7	1.2%	12	1.9%	7	1.1%
	Entered GED Program*	4	0.7%	3	0.5%	2	0.3%
	Total Noncompleters	11	1.9%	15	2.4%	9	1.5%

*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	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	21	100%	23	96%	0	0%

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	#	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	2	#	3	#	0	0%
Science	1	#	1	#	0	0%
Reading	9	44%	5	100%	1	#
Writing	11	91%	4	#	1	#
Global Studies	8	62%	5	60%	0	0%
U.S. Hist & Gov't	16	62%	3	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	8	88%	0	0%
Science	3	#	1	#	1	#
Reading	23	91%	6	83%	0	0%
Writing	23	100%	19	100%	0	0%
Global Studies	9	56%	3	#	0	0%
U.S. Hist & Gov't	3	#	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	172	146	120	22	22	7
Number Scoring 55–100	166	129	115	22	16	6
Number Scoring 65–100	148	111	102	15	8	5
Number Scoring 85–100	44	57	38	0	1	0
Percentage of Tested Scoring 55–100	97%	88%	96%	100%	73%	86%
Percentage of Tested Scoring 65–100	86%	76%	85%	68%	36%	71%
Percentage of Tested Scoring 85–100	26%	39%	32%	0%	5%	0%
Mathematics A						
Number Tested	0	17	137	0	7	10
Number Scoring 55–100	0	7	131	0	3	9
Number Scoring 65–100	0	5	124	0	1	8
Number Scoring 85–100	0	1	33	0	1	1
Percentage of Tested Scoring 55–100	0%	41%	96%	0%	43%	90%
Percentage of Tested Scoring 65–100	0%	29%	91%	0%	14%	80%
Percentage of Tested Scoring 85–100	0%	6%	24%	0%	14%	10%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	169	129	156	25	13	12
Number Scoring 55–100	151	112	138	19	10	9
Number Scoring 65–100	132	101	130	13	9	8
Number Scoring 85–100	35	26	35	0	0	2
Percentage of Tested Scoring 55–100	89%	87%	88%	76%	77%	75%
Percentage of Tested Scoring 65–100	78%	78%	83%	52%	69%	67%
Percentage of Tested Scoring 85–100	21%	20%	22%	0%	0%	17%
U.S. History and Government (first administered June 2001)						
Number Tested	144	148	137	21	20	11
Number Scoring 55–100	131	138	128	18	18	9
Number Scoring 65–100	120	124	121	12	14	8
Number Scoring 85–100	68	50	66	1	2	1
Percentage of Tested Scoring 55–100	91%	93%	93%	86%	90%	82%
Percentage of Tested Scoring 65–100	83%	84%	88%	57%	70%	73%
Percentage of Tested Scoring 85–100	47%	34%	48%	5%	10%	9%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	97	107	144	2	6	11
Number Scoring 55–100	97	106	142	#	6	11
Number Scoring 65–100	97	105	135	#	6	11
Number Scoring 85–100	39	40	38	#	0	1
Percentage of Tested Scoring 55–100	100%	99%	99%	#	100%	100%
Percentage of Tested Scoring 65–100	100%	98%	94%	#	100%	100%
Percentage of Tested Scoring 85–100	40%	37%	26%	#	0%	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	109	144	130	9	25	2
Number Scoring 55–100	106	141	126	9	25	#
Number Scoring 65–100	104	132	114	8	22	#
Number Scoring 85–100	51	60	58	1	6	#
Percentage of Tested Scoring 55–100	97%	98%	97%	100%	100%	#
Percentage of Tested Scoring 65–100	95%	92%	88%	89%	88%	#
Percentage of Tested Scoring 85–100	47%	42%	45%	11%	24%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		79	76		1	1
Number Scoring 55–100		75	69		#	#
Number Scoring 65–100		62	54		#	#
Number Scoring 85–100		17	12		#	#
Percentage of Tested Scoring 55–100		95%	91%		#	#
Percentage of Tested Scoring 65–100		78%	71%		#	#
Percentage of Tested Scoring 85–100		22%	16%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	15	20	19	0	0	0
Number Scoring 55–100	15	20	18	0	0	0
Number Scoring 65–100	15	17	17	0	0	0
Number Scoring 85–100	5	4	10	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	85%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	20%	53%	0%	0%	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	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	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	67	40	49	0	0	0
Number Scoring 55–100	67	39	48	0	0	0
Number Scoring 65–100	66	39	47	0	0	0
Number Scoring 85–100	41	25	31	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	99%	97%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	61%	62%	63%	0%	0%	0%
Comprehensive Latin						
Number Tested	16	18	18	0	0	0
Number Scoring 55–100	16	18	18	0	0	0
Number Scoring 65–100	16	18	18	0	0	0
Number Scoring 85–100	15	13	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	94%	72%	78%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	122	126	8	4	9	3
Number Scoring 55–100	117	114	8	#	6	#
Number Scoring 65–100	114	110	8	#	6	#
Number Scoring 85–100	66	56	2	#	3	#
Percentage of Tested Scoring 55–100	96%	90%	100%	#	67%	#
Percentage of Tested Scoring 65–100	93%	87%	100%	#	67%	#
Percentage of Tested Scoring 85–100	54%	44%	25%	#	33%	#
Sequential Mathematics, Course III						
Number Tested	105	88	99	2	1	2
Number Scoring 55–100	96	80	77	#	#	#
Number Scoring 65–100	90	76	69	#	#	#
Number Scoring 85–100	50	45	27	#	#	#
Percentage of Tested Scoring 55–100	91%	91%	78%	#	#	#
Percentage of Tested Scoring 65–100	86%	86%	70%	#	#	#
Percentage of Tested Scoring 85–100	48%	51%	27%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	13	100%	11	91%	3	#
Students with Disabilities	6	100%	1	#	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
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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	126	126	126	24	24	24	150	150	150
Number Scoring 55–64	7	5	3	5	4	2	12	9	5
Number Scoring 65–84	72	65	59	14	14	17	86	79	76
Number Scoring 85–100	36	52	55	0	2	2	36	54	57
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)