

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-10-05-02-0000  
 Name: Southold Union Free School District  
 Superintendent: Christopher Gallagher

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	68	70	67
First	70	71	70
Second	59	73	74
Third	72	64	73
Fourth	92	73	62
Fifth	80	91	71
Sixth	83	84	91
Ungraded Elementary	4	4	3
Seventh	98	90	92
Eighth	86	94	89
Ninth	68	86	98
Tenth	74	67	86
Eleventh	76	72	56
Twelfth	60	76	72
Ungraded Secondary	0	0	0
Total K-12 Enrollment	990	1015	1004

## 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	6	0.6%	9	0.9%	8	0.8%
Black (Not Hispanic)	24	2.4%	24	2.4%	12	1.2%
Hispanic	30	3.0%	24	2.4%	33	3.3%
White (Not Hispanic)	930	93.9%	958	94.4%	951	94.7%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	20	17
Common Branch	21	21	21
English Grade 8	17	19	22
Mathematics Grade 8	18	24	23
Science Grade 8	16	24	18
Social Studies Grade 8	18	19	21
English Grade 10	19	21	23
Mathematics Grade 10	15	15	18
Science Grade 10	19	0	12
Social Studies Grade 10	0	18	21

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.2%	10	1.0%	9	0.9%
<b>Eligible for Free Lunch</b>	25	2.5%	24	2.4%	28	2.8%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.6%		95.5%		95.6%
<b>Student Suspensions</b>	49	5.1%	25	2.5%	18	1.8%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.6%	2.2%	3.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	92
Total Other Professional Staff	11
Total Paraprofessionals	29
Teaching Out of Certification*	0

\*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	54	34	63%	65	46	71%	67	44	66%
Students with Disabilities	7	2	29%	5	0	0%	5	1	20%
All Students	61	36	59%	70	46	66%	72	45	62%

\*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	50	12	0	5	4	1
Percent	69%	17%	0%	7%	6%	1%

## 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)
5	1	0	5

\*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	4		1		0	0.0%
	Entered GED Program*	0		0		1	0.3%
	Total Noncompleters	4		1		1	0.3%
Students with Disabilities	Dropped Out	1		1		1	2.9%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	1		2		1	2.9%
All Students	Dropped Out	5	1.8%	2	0.7%	1	0.3%
	Entered GED Program*	0	0.0%	1	0.3%	1	0.3%
	Total Noncompleters	5	1.8%	3	1.0%	2	0.6%

\*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	89
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	89
	Percent of Enrollment	0%	0%	33%
9-12	Number of General-Education Students	0	0	116
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	116
	Percent of Enrollment	0%	0%	37%

## 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; completion 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	13	85%	13	92%	12	83%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	58	95%	69	97%	63	86%

## 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	4	#	2	#	1	#

# 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%	3	#	10	100%
Science	0	0%	3	#	8	88%
Reading	0	0%	1	#	3	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	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	13	92%	15	93%	3	#
Science	8	88%	8	75%	4	#
Reading	13	100%	6	100%	11	82%
Writing	7	100%	5	100%	1	#
Global Studies	3	#	2	#	3	#
U.S. Hist & Gov't	4	#	4	#	1	#

(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	72	75	59	6	4	5
Number Scoring 55-100	66	73	58	1	#	5
Number Scoring 65-100	57	69	54	1	#	3
Number Scoring 85-100	33	34	29	0	#	0
Percentage of Tested Scoring 55-100	92%	97%	98%	17%	#	100%
Percentage of Tested Scoring 65-100	79%	92%	92%	17%	#	60%
Percentage of Tested Scoring 85-100	46%	45%	49%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	66	96	110	11	15	8
Number Scoring 55-100	49	67	103	4	2	6
Number Scoring 65-100	42	57	98	3	1	3
Number Scoring 85-100	13	18	30	0	0	0
Percentage of Tested Scoring 55-100	74%	70%	94%	36%	13%	75%
Percentage of Tested Scoring 65-100	64%	59%	89%	27%	7%	38%
Percentage of Tested Scoring 85-100	20%	19%	27%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	16	51	0	0	3
Number Scoring 55-100	0	13	47	0	0	#
Number Scoring 65-100	0	10	42	0	0	#
Number Scoring 85-100	0	0	14	0	0	#
Percentage of Tested Scoring 55-100	0%	81%	92%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	62%	82%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	27%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	70	60	81	7	4	14
Number Scoring 55-100	68	57	75	5	#	11
Number Scoring 65-100	66	55	73	4	#	11
Number Scoring 85-100	22	29	35	0	#	0
Percentage of Tested Scoring 55-100	97%	95%	93%	71%	#	79%
Percentage of Tested Scoring 65-100	94%	92%	90%	57%	#	79%
Percentage of Tested Scoring 85-100	31%	48%	43%	0%	#	0%
<b>U.S. History and Government</b>						
Number Tested	72	72	59	3	5	5
Number Scoring 55-100	69	71	56	#	4	4
Number Scoring 65-100	58	71	53	#	4	2
Number Scoring 85-100	21	40	28	#	0	1
Percentage of Tested Scoring 55-100	96%	99%	95%	#	80%	80%
Percentage of Tested Scoring 65-100	81%	99%	90%	#	80%	40%
Percentage of Tested Scoring 85-100	29%	56%	47%	#	0%	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	61	57	65	3	2	3
Number Scoring 55-100	61	57	65	#	#	#
Number Scoring 65-100	61	56	63	#	#	#
Number Scoring 85-100	16	23	27	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	98%	97%	#	#	#
Percentage of Tested Scoring 85-100	26%	40%	42%	#	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	69	72	92	7	9	4
Number Scoring 55-100	67	71	86	6	8	#
Number Scoring 65-100	63	65	84	4	5	#
Number Scoring 85-100	48	44	40	1	0	#
Percentage of Tested Scoring 55-100	97%	99%	93%	86%	89%	#
Percentage of Tested Scoring 65-100	91%	90%	91%	57%	56%	#
Percentage of Tested Scoring 85-100	70%	61%	43%	14%	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	48	64	49	0	2	2
Number Scoring 55-100	47	60	49	0	#	#
Number Scoring 65-100	36	51	42	0	#	#
Number Scoring 85-100	6	7	12	0	#	#
Percentage of Tested Scoring 55-100	98%	94%	100%	0%	#	#
Percentage of Tested Scoring 65-100	75%	80%	86%	0%	#	#
Percentage of Tested Scoring 85-100	12%	11%	24%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			31			0
Number Scoring 55-100			30			0
Number Scoring 65-100			29			0
Number Scoring 85-100			10			0
Percentage of Tested Scoring 55-100			97%			0%
Percentage of Tested Scoring 65-100			94%			0%
Percentage of Tested Scoring 85-100			32%			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
<b>Comprehensive French</b>						
Number Tested	17	4	8	0	0	0
Number Scoring 55-100	16	#	8	0	0	0
Number Scoring 65-100	15	#	8	0	0	0
Number Scoring 85-100	4	#	6	0	0	0
Percentage of Tested Scoring 55-100	94%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	24%	#	75%	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	30	45	0	0	0
Number Scoring 55-100	31	30	45	0	0	0
Number Scoring 65-100	31	30	45	0	0	0
Number Scoring 85-100	22	18	29	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%	60%	64%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	72	52	7	1	2	0
Number Scoring 55-100	57	28	1	#	#	0
Number Scoring 65-100	48	23	0	#	#	0
Number Scoring 85-100	24	3	0	#	#	0
Percentage of Tested Scoring 55-100	79%	54%	14%	#	#	0%
Percentage of Tested Scoring 65-100	67%	44%	0%	#	#	0%
Percentage of Tested Scoring 85-100	33%	6%	0%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	32	100%	14	100%	14	100%
Students with Disabilities	5	100%	1	#	3	#

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	62	0%	2%	65%	34%
	Students with Disabilities	9	0%	11%	89%	0%
	All Students	71	0%	3%	68%	30%

## 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	77	0%	21%	61%	18%
	Students with Disabilities	9	11%	44%	44%	0%
	All Students	86	1%	23%	59%	16%

(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	66	66	66	8	8	8	74	74	74
Number Scoring 55–64	1	0	1	1	1	0	2	1	1
Number Scoring 65–84	38	25	21	4	3	5	42	28	26
Number Scoring 85–100	21	38	42	0	0	0	21	38	42
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 K-1)</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 K-1)</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 2-4)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 - K)

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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			6			1
Beginning (0-18)			2			#
Intermediate (19-31)			1			#
Advanced (32-36)			2			#
Proficient (37-39)			1			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			6			1
Beginning (0-14)			4			#
Intermediate (15-24)			1			#
Advanced (25-32)			1			#
Proficient (33-35)			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)