

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-10-12-02-0001  
 Name: Mattituck Junior-Senior High School  
 Principal: James F. Mckenna

Grade Range : 7-12

## 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	128	139	139
Eighth	110	133	141
Ninth	111	103	127
Tenth	122	115	102
Eleventh	95	114	115
Twelfth	122	95	118
Ungraded Secondary	0	4	0
Total K-12 Enrollment	688	703	742

## 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	0.9%	5	0.7%	6	0.8%
Black (Not Hispanic)	16	2.3%	17	2.4%	16	2.2%
Hispanic	6	0.9%	9	1.3%	9	1.2%
White (Not Hispanic)	660	95.9%	672	95.6%	711	95.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	22	21
Mathematics Grade 8	21	21	20
Science Grade 8	16	21	24
Social Studies Grade 8	17	22	24
English Grade 10	20	19	19
Mathematics Grade 10	29	17	19
Science Grade 10	22	17	16
Social Studies Grade 10	21	19	23

(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	6	0.9%	4	0.6%	4	0.5%
Eligible for Free Lunch	10	1.5%	17	2.4%	23	3.1%

**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		95.0%		94.2%		93.8%
Student Suspensions	51	7.5%	45	6.5%	49	7.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.0%	0.7%	2.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	99%	97%

**Staff Counts**

Staff	2003-04
Total Teachers	72
Total Other Professional Staff	11
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	106	81	76%	80	63	79%	102	81	79%
Students with Disabilities	6	2	33%	9	1	11%	7	1	14%
All Students	112	83	74%	89	64	72%	109	82	75%

\*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	65	37	0	2	5	0
Percent	60%	34%	0%	2%	5%	0%

## 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)
7	1	4	11

\*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	3		4		2	0.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		4		2	0.5%
Students with Disabilities	Dropped Out	2		3		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	2		3		0	0.0%
All Students	Dropped Out	5	1.1%	7	1.6%	2	0.4%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	5	1.1%	7	1.6%	2	0.4%

\*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	257
	Number of Students with Disabilities	0	0	23
	Number of All Students	0	0	280
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	0	0	430
	Number of Students with Disabilities	0	0	32
	Number of All Students	0	0	462
	Percent of Enrollment	0%	0%	100%

## 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	25	100%	19	100%	17	100%
German	34	97%	15	93%	23	87%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	58	97%	67	99%	75	95%

## 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	100%
German	1	#	1	#	1	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	2	#	5	80%

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	9	89%	6	100%
Science	5	60%	5	100%	7	86%
Reading	7	100%	5	80%	0	0%
Writing	6	83%	3	#	1	#
Global Studies	3	#	3	#	1	#
U.S. Hist & Gov't	5	80%	7	71%	0	0%

(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	94	143	105	9	7	4
Number Scoring 55-100	85	138	104	6	4	#
Number Scoring 65-100	76	128	101	4	3	#
Number Scoring 85-100	38	69	55	0	0	#
Percentage of Tested Scoring 55-100	90%	97%	99%	67%	57%	#
Percentage of Tested Scoring 65-100	81%	90%	96%	44%	43%	#
Percentage of Tested Scoring 85-100	40%	48%	52%	0%	0%	#
<b>Mathematics A</b>						
Number Tested	128	97	104	8	2	0
Number Scoring 55-100	118	96	104	5	#	0
Number Scoring 65-100	109	91	102	3	#	0
Number Scoring 85-100	56	33	56	1	#	0
Percentage of Tested Scoring 55-100	92%	99%	100%	62%	#	0%
Percentage of Tested Scoring 65-100	85%	94%	98%	38%	#	0%
Percentage of Tested Scoring 85-100	44%	34%	54%	12%	#	0%
<b>Mathematics B</b>						
Number Tested	0	81	81	0	0	0
Number Scoring 55-100	0	74	80	0	0	0
Number Scoring 65-100	0	63	79	0	0	0
Number Scoring 85-100	0	22	34	0	0	0
Percentage of Tested Scoring 55-100	0%	91%	99%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	78%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	27%	42%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	127	117	107	11	6	7
Number Scoring 55-100	125	110	103	11	5	6
Number Scoring 65-100	118	105	99	8	2	5
Number Scoring 85-100	61	58	47	1	1	1
Percentage of Tested Scoring 55-100	98%	94%	96%	100%	83%	86%
Percentage of Tested Scoring 65-100	93%	90%	93%	73%	33%	71%
Percentage of Tested Scoring 85-100	48%	50%	44%	9%	17%	14%
<b>U.S. History and Government</b>						
Number Tested	99	114	116	7	8	4
Number Scoring 55-100	94	112	114	6	7	#
Number Scoring 65-100	83	105	111	3	4	#
Number Scoring 85-100	31	56	72	0	0	#
Percentage of Tested Scoring 55-100	95%	98%	98%	86%	88%	#
Percentage of Tested Scoring 65-100	84%	92%	96%	43%	50%	#
Percentage of Tested Scoring 85-100	31%	49%	62%	0%	0%	#

(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	113	88	110	10	3	6
Number Scoring 55-100	112	88	110	9	#	6
Number Scoring 65-100	109	86	109	7	#	6
Number Scoring 85-100	35	35	60	0	#	1
Percentage of Tested Scoring 55-100	99%	100%	100%	90%	#	100%
Percentage of Tested Scoring 65-100	96%	98%	99%	70%	#	100%
Percentage of Tested Scoring 85-100	31%	40%	55%	0%	#	17%
<b>Physical Setting/Earth Science</b>						
Number Tested	107	80	108	3	2	4
Number Scoring 55-100	107	80	108	#	#	#
Number Scoring 65-100	106	79	107	#	#	#
Number Scoring 85-100	54	47	44	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	99%	99%	99%	#	#	#
Percentage of Tested Scoring 85-100	50%	59%	41%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	56	107	80	1	1	1
Number Scoring 55-100	55	103	79	#	#	#
Number Scoring 65-100	44	85	69	#	#	#
Number Scoring 85-100	9	12	13	#	#	#
Percentage of Tested Scoring 55-100	98%	96%	99%	#	#	#
Percentage of Tested Scoring 65-100	79%	79%	86%	#	#	#
Percentage of Tested Scoring 85-100	16%	11%	16%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			43			0
Number Scoring 55-100			42			0
Number Scoring 65-100			40			0
Number Scoring 85-100			16			0
Percentage of Tested Scoring 55-100			98%			0%
Percentage of Tested Scoring 65-100			93%			0%
Percentage of Tested Scoring 85-100			37%			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	0	6	15	0	0	0
Number Scoring 55-100	0	6	15	0	0	0
Number Scoring 65-100	0	6	15	0	0	0
Number Scoring 85-100	0	4	15	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	67%	100%	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	52	11	13	0	0	0
Number Scoring 55-100	52	11	13	0	0	0
Number Scoring 65-100	51	11	13	0	0	0
Number Scoring 85-100	23	11	5	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	44%	100%	38%	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	42	7	25	0	1	0
Number Scoring 55-100	41	7	25	0	#	0
Number Scoring 65-100	35	7	25	0	#	0
Number Scoring 85-100	14	2	22	0	#	0
Percentage of Tested Scoring 55-100	98%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	83%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	33%	29%	88%	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	78	1	0	3	0	0
Number Scoring 55-100	72	#	0	#	0	0
Number Scoring 65-100	70	#	0	#	0	0
Number Scoring 85-100	38	#	0	#	0	0
Percentage of Tested Scoring 55-100	92%	#	0%	#	0%	0%
Percentage of Tested Scoring 65-100	90%	#	0%	#	0%	0%
Percentage of Tested Scoring 85-100	49%	#	0%	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	15	100%	7	86%	14	100%
Students with Disabilities	4	#	6	100%	2	#

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	131	0%	15%	60%	25%
	Students with Disabilities	11	9%	55%	36%	0%
	All Students	142	1%	18%	58%	23%

(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	105	105	105	8	8	8	113	113	113
Number Scoring 55–64	0	2	1	1	2	1	1	4	2
Number Scoring 65–84	48	44	44	4	2	5	52	46	49
Number Scoring 85–100	57	56	60	2	0	0	59	56	60
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			2			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			2			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			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			3			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 - L)