

# 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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	70	67	76
First	71	70	67
Second	73	74	75
Third	64	73	75
Fourth	73	62	71
Fifth	91	71	64
Sixth	84	91	77
Ungraded Elementary	4	3	2
Seventh	90	92	93
Eighth	94	89	92
Ninth	86	98	87
Tenth	67	86	95
Eleventh	72	56	82
Twelfth	76	72	58
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1015	1004	1014

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	9	0.9%	8	0.8%	7	0.7%
Black (Not Hispanic)	24	2.4%	12	1.2%	12	1.2%
Hispanic	24	2.4%	33	3.3%	46	4.5%
White (Not Hispanic)	958	94.4%	951	94.7%	949	93.6%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	17	19
Common Branch	21	21	20
English Grade 8	19	22	20
Mathematics Grade 8	24	23	16
Science Grade 8	24	18	17
Social Studies Grade 8	19	21	21
English Grade 10	21	23	16
Mathematics Grade 10	15	18	22
Science Grade 10	0	12	22
Social Studies Grade 10	18	21	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	10	1.0%	9	0.9%	11	1.1%
Eligible for Free Lunch	24	2.4%	28	2.8%	52	5.1%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.5%		95.6%		95.9%
Student Suspensions	25	2.5%	18	1.8%	20	2.0%

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

	2002-03	2003-04	2004-05
Reduced Lunch	2.2%	3.1%	2.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	96
Total Other Professional Staff	12
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	65	67	51
	Regents Diplomas	46	44	48
	% Regents Diplomas	71%	66%	94%
	Regents Diplomas with Advanced Designation**			25
	% Regents Diplomas with Advanced Designation			49%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	5	5	4
	Regents Diplomas	0	1	2
	% Regents Diplomas	0%	20%	50%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			25%
	IEP Diplomas or Local Certificates	0	0	1
<b>All Students</b>	Total Graduates*	70	72	55
	Regents Diplomas	46	45	50
	% Regents Diplomas	66%	62%	91%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			47%
	IEP Diplomas or Local Certificates	0	0	1

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	32	13	2	0	4	0	0	0
	<b>Percent</b>	63%	25%	4%	0%	8%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	2	1	1	0	0	0	0	0
	<b>Percent</b>	50%	25%	25%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	34	14	3	0	4	0	0	0
	<b>Percent</b>	62%	25%	5%	0%	7%	0%	0%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	1		0	0.0%	3	1.1%
	Entered GED Program*	0		1	0.3%	0	0.0%
	Total Noncompleters	1		1	0.3%	3	1.1%
<b>Students with Disabilities</b>	Dropped Out	1		1	2.9%	1	1.9%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	2		1	2.9%	1	1.9%
<b>All Students</b>	Dropped Out	2	0.7%	1	0.3%	4	1.2%
	Entered GED Program*	1	0.3%	1	0.3%	0	0.0%
	Total Noncompleters	3	1.0%	2	0.6%	4	1.2%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	89	68
	Number of Students with Disabilities	0	0	24
	Number of All Students	0	89	92
	Percent of Enrollment	0%	33%	35%
9-12	Number of General-Education Students	0	116	276
	Number of Students with Disabilities	0	0	46
	Number of All Students	0	116	322
	Percent of Enrollment	0%	37%	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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	13	92%	12	83%	10	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	69	97%	63	86%	65	98%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	1	#	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	10	100%	1	#
Science	3	#	8	88%	1	#
Reading	1	#	3	#	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	93%	3	#	9	78%
Science	8	75%	4	#	6	67%
Reading	6	100%	11	82%	16	94%
Writing	5	100%	1	#	14	100%
Global Studies	2	#	3	#	3	#
U.S. Hist & Gov't	4	#	1	#	5	80%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	75	59	82	4	5	16
Number Scoring 55-100	73	58	79	#	5	13
Number Scoring 65-100	69	54	71	#	3	9
Number Scoring 85-100	34	29	37	#	0	0
Percentage of Tested Scoring 55-100	97%	98%	96%	#	100%	81%
Percentage of Tested Scoring 65-100	92%	92%	87%	#	60%	56%
Percentage of Tested Scoring 85-100	45%	49%	45%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	96	110	92	15	8	14
Number Scoring 55-100	67	103	88	2	6	12
Number Scoring 65-100	57	98	85	1	3	10
Number Scoring 85-100	18	30	22	0	0	0
Percentage of Tested Scoring 55-100	70%	94%	96%	13%	75%	86%
Percentage of Tested Scoring 65-100	59%	89%	92%	7%	38%	71%
Percentage of Tested Scoring 85-100	19%	27%	24%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	16	51	52	0	3	0
Number Scoring 55-100	13	47	46	0	#	0
Number Scoring 65-100	10	42	41	0	#	0
Number Scoring 85-100	0	14	10	0	#	0
Percentage of Tested Scoring 55-100	81%	92%	88%	0%	#	0%
Percentage of Tested Scoring 65-100	62%	82%	79%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	27%	19%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	60	81	92	4	14	14
Number Scoring 55-100	57	75	89	#	11	11
Number Scoring 65-100	55	73	86	#	11	10
Number Scoring 85-100	29	35	37	#	0	0
Percentage of Tested Scoring 55-100	95%	93%	97%	#	79%	79%
Percentage of Tested Scoring 65-100	92%	90%	93%	#	79%	71%
Percentage of Tested Scoring 85-100	48%	43%	40%	#	0%	0%
<b>U.S. History and Government</b>						
Number Tested	72	59	77	5	5	14
Number Scoring 55-100	71	56	72	4	4	11
Number Scoring 65-100	71	53	65	4	2	8
Number Scoring 85-100	40	28	37	0	1	3
Percentage of Tested Scoring 55-100	99%	95%	94%	80%	80%	79%
Percentage of Tested Scoring 65-100	99%	90%	84%	80%	40%	57%
Percentage of Tested Scoring 85-100	56%	47%	48%	0%	20%	21%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	57	65	85	2	3	8
Number Scoring 55-100	57	65	84	#	#	8
Number Scoring 65-100	56	63	83	#	#	8
Number Scoring 85-100	23	27	31	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	99%	#	#	100%
Percentage of Tested Scoring 65-100	98%	97%	98%	#	#	100%
Percentage of Tested Scoring 85-100	40%	42%	36%	#	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	72	92	87	9	4	14
Number Scoring 55-100	71	86	82	8	#	12
Number Scoring 65-100	65	84	80	5	#	12
Number Scoring 85-100	44	40	49	0	#	3
Percentage of Tested Scoring 55-100	99%	93%	94%	89%	#	86%
Percentage of Tested Scoring 65-100	90%	91%	92%	56%	#	86%
Percentage of Tested Scoring 85-100	61%	43%	56%	0%	#	21%
<b>Physical Setting/Chemistry</b>						
Number Tested	64	49	44	2	2	1
Number Scoring 55-100	60	49	44	#	#	#
Number Scoring 65-100	51	42	40	#	#	#
Number Scoring 85-100	7	12	11	#	#	#
Percentage of Tested Scoring 55-100	94%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	80%	86%	91%	#	#	#
Percentage of Tested Scoring 85-100	11%	24%	25%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		31	27		0	2
Number Scoring 55-100		30	27		0	#
Number Scoring 65-100		29	24		0	#
Number Scoring 85-100		10	10		0	#
Percentage of Tested Scoring 55-100		97%	100%		0%	#
Percentage of Tested Scoring 65-100		94%	89%		0%	#
Percentage of Tested Scoring 85-100		32%	37%		0%	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	4	8	8	0	0	0
Number Scoring 55-100	#	8	8	0	0	0
Number Scoring 65-100	#	8	8	0	0	0
Number Scoring 85-100	#	6	5	0	0	0
Percentage of Tested Scoring 55-100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	75%	62%	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	30	45	49	0	0	1
Number Scoring 55-100	30	45	49	0	0	#
Number Scoring 65-100	30	45	48	0	0	#
Number Scoring 85-100	18	29	34	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	60%	64%	69%	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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	56	0%	5%	50%	45%
	Students with Disabilities	9	22%	22%	44%	11%
	All Students	65	3%	8%	49%	40%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	79	1%	4%	57%	38%
	Students with Disabilities	13	8%	69%	23%	0%
	All Students	92	2%	13%	52%	33%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	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

### 2001 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	53	53	53	6	6	6	59	59	59
Number Scoring 55–64	2	0	1	0	1	2	2	1	3
Number Scoring 65–84	22	25	15	2	1	2	24	26	17
Number Scoring 85–100	29	26	36	1	1	1	30	27	37
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		0	4		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		0	4		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		3	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		3	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		1	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		1	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		6	5		1	0
Beginning		2	0		#	0
Intermediate		1	1		#	0
Advanced		2	1		#	0
Proficient		1	3		#	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		6	5		1	0
Beginning		4	0		#	0
Intermediate		1	2		#	0
Advanced		1	3		#	0
Proficient		0	0		#	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)