

The New York State School Report Card

School SOUTHOLD JUNIOR-SENIOR HIGH SCHOOL District SOUTHOLD UNION FREE SCHOOL DISTRICT School ID 581005020003 Principal MARY FITZPATRICK Telephone (631) 765-5081 Grades 7-12

Comprehensive Information Report 2005 – 06

Regents Exams

		All St	Students				General-Education Students				5 Students with Disabilities			
		Total	Percenta	ge of stu	dents	Total	Percenta	ge of stud	dents	Total	Percenta	ige of stud	lents	
		Tested	scoring a	t or abov	e:	Tested	scoring a	t or abov	e:	Tested	scoring	at or abov	e:	
			55	65	85		55	65	85		55	65	85	
Comprehensive English	2005–06	96	96%	90%	42%	82	99%	94%	49%	14	79%	64%	0%	
	2004–05	82	96%	87%	45%	66	100%	94%	56%	16	81%	56%	0%	
	2003-04	59	98%	92%	49%	54	98%	94%	54%	5	100%	60%	0%	
Mathematics A	2005–06	94	95%	87%	44%	81	95%	90%	49%	13	92%	69%	8%	
	2004–05	92	96%	92%	24%	78	97%	96%	28%	14	86%	71%	0%	
	2003-04	110	94%	89%	27%	102	95%	93%	29%	8	75%	38%	0%	
Mathematics B	2005–06	57	89%	72%	11%	57	89%	72%	11%	0				
	2004–05	52	88%	79%	19%	52	88%	79%	19%	0				
	2003-04	51	92%	82%	27%	48	-	-	-	3	-	_	-	
Global History	2005–06	85	98%	98%	65%	72	99%	99%	68%	13	92%	92%	46%	
and Geography	2004–05	92	97%	93%	40%	78	100%	97%	47%	14	79%	71%	0%	
	2003-04	81	93%	90%	43%	67	96%	93%	52%	14	79%	79%	0%	
U.S. History	2005–06	101	94%	88%	51%	86	97%	92%	60%	15	80%	67%	0%	
and Government	2004–05	77	94%	84%	48%	63	97%	90%	54%	14	79%	57%	21%	
	2003-04	59	95%	90%	47%	54	96%	94%	50%	5	80%	40%	20%	
Living Environment	2005–06	84	94%	88%	26%	71	96%	92%	31%	13	85%	69%	0%	
	2004–05	85	99%	98%	36%	77	99%	97%	40%	8	100%	100%	0%	
	2003-04	65	100%	97%	42%	62	-	-	-	3	-	_	-	
Physical Setting/	2005–06	97	94%	88%	56%	84	96%	92%	63%	13	77%	62%	8%	
Earth Science	2004–05	87	94%	92%	56%	73	96%	93%	63%	14	86%	86%	21%	
	2003-04	92	93%	91%	43%	88	-	-	_	4	-	_	-	
Physical Setting/Chemistry	2005–06	52	96%	87%	19%	51	-	-	_	1	-	-	-	
	2004–05	44	100%	91%	25%	43	-	-	_	1	-	_	-	
	2003-04	49	100%	86%	24%	47	-	-	_	2	-	_	-	
Physical Setting/Physics	2005–06	26	96%	88%	35%	26	96%	88%	35%	0				
	2004–05	27	100%	89%	37%	25	-	-	-	2	-	-	-	
	2003-04	31	97%	94%	32%	31	97%	94%	32%	0				

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	5		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			
			55	65	85		55	65	85		55	65	85
Comprehensive French	2005–06	9	100%	100%	89%	9	100%	100%	89%	0			
	2004–05	8	100%	100%	63%	8	100%	100%	63%	0			
	2003-04	8	100%	100%	75%	8	100%	100%	75%	0			
Comprehensive German	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Comprehensive Hebrew	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Comprehensive Italian	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Comprehensive Latin	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Comprehensive Spanish	2005–06	41	100%	100%	54%	40	-	-	-	1	-	-	_
	2004–05	49	100%	98%	69%	48	-	-	-	1	-	-	-
	2003-04	45	100%	100%	64%	45	100%	100%	64%	0			

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Regents Competency Tests

		All Student	5	General-Ed	ucation Students	Students with Disabilities		
		Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing	
Mathematics	2005–06	21	43%	7	43%	14	43%	
	2004-05	10	80%	1	-	9	-	
	2003-04	13	100%	10	-	3	-	
Science	2005–06	17	65%	8	63%	9	67%	
	2004-05	7	71%	1	-	6	-	
	2003-04	12	75%	8	-	4	-	
Reading	2005–06	15	93%	4	-	11	-	
	2004-05	16	94%	0		16	94%	
	2003-04	14	86%	3	-	11	-	
Writing	2005–06	13	85%	0		13	85%	
	2004-05	15	100%	1	-	14	-	
	2003-04	1	-	0		1	-	
Global Studies	2005–06	4	-	1	-	3	-	
	2004-05	3	-	0		3	-	
	2003-04	4	-	1	-	3	-	
U.S. History	2005–06	4	-	2	-	2	-	
and Government	2004-05	5	80%	0		5	80%	
	2003-04	1	-	0		1	_	

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Second Language Proficiency Examinations

		All Students	5	General-Ed	ucation Students	s Students with Disabilities		
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:	
French	2005–06	12	100%	12	100%	0		
	2004-05	11	100%	10	-	1	-	
	2003-04	12	83%	12	83%	0		
German	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Italian	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Latin	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Spanish	2005–06	68	99%	68	99%	0		
	2004-05	65	98%	65	98%	0		
	2003-04	64	86%	63	-	1	_	

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New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities							
		Total Tested	Percent in each				Total Tested		of stude perform		5	Total Percent of students so Tested in each performance				5	
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm	n. Adv.	Prof	
Listening	2005–06	0					0					0					
and Speaking	2004–05	0					0					0					
(Grades K-1)	2003-04	0					0					0					
Reading	2005–06	0					0					0					
and Writing	2004-05	0					0					0					
(Grades K-1)	2003-04	0					0					0					
Listening	2005–06	0					0					0					
and Speaking	2004-05	0					0					0					
(Grades 2–4)	2003-04	0					0					0					
Reading	2005-06	0					0					0					
and Writing	2004–05	0					0					0					
(Grades 2–4)	2003-04	0					0					0					
Listening	2005–06	0					0					0					
and Speaking	2004-05	0					0					0					
(Grades 5–6)	2003-04	0					0					0					
Reading	2005–06	0					0					0					
and Writing	2004-05	0					0					0					
(Grades 5–6)	2003-04	0					0					0					
Listening	2005–06	7	14%	57%	14%	14%	7	14%	57%	14%	14%	0					
and Speaking	2004-05	3	_	_	_	_	3	_	_	_	_	0					
(Grades 7–8)	2003-04	1	_	_	_	_	1	_	_	_	_	0					
Reading	2005–06	7	43%	43%	0%	14%	7	43%	43%	0%	14%	0					
and Writing	2004-05	3	_	_	_	_	3	_	_	_	_	0					
(Grades 7–8)	2003-04	1	_	_	_	_	1	_	_	_	_	0					
Listening	2005–06	9	0%	22%	33%	44%	9	0%	22%	33%	44%	0					
and Speaking	2004-05	5	0%	20%	20%	60%	5	0%	20%	20%	60%	0					
(Grades 9-12)	2003-04	5	20%	20%	40%	20%	4	_	_	_	_	1	_	_	_	_	_
Reading	2005-06	9	0%	78%	11%	11%	9	0%	78%	11%	11%	0					
and Writing	2004-05	5	0%	40%	60%	0%	5	0%	40%	60%	0%	0					
(Grades 9-12)	2003-04	5	60%	20%	20%	0%	4	_	_	_	_	1	_	_	_	_	_

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Elementary/Middle-Level Social Studies 2005–06

	All Students					Gener	General-Education Students					Students with Disabilities					
		Percenta scoring a	5				Total Percentage of students Tested scoring at level:			Total Percentage of studen Tested scoring at level:							
		1	2	3	4		1	2	3	4		1	2	3	4		
Elementary Level	0					0					0						
Middle Level	97	3%	7%	63%	27%	82	4%	2%	63%	30%	15	0%	33%	60%	7%		

2002 Total Cohort Performance on Regents Exams After Four Years

All Students						General-Education Students					Students with Disabilities				
	Percentage of students scoring:			Approved Alternatives	Cohort Enrollment	Percentage of Students scoring:		Approved Alternatives	Cohort Enrollment	Percentage of students scoring:			Approved Alternatives		
		55-64	65-84	85-100			55-64	65-84	85-100			55-64	65-84	85-100	
Global History and Geography	74	1%	49%	49%		60	2%	40%	57%		14	0%	86%	14%	
U.S. History and Government	74	7%	41%	47%		60	3%	40%	53%		14	21%	43%	21%	
Science	74	5%	30%	61%		60	2%	25%	72%		14	21%	50%	14%	

New York State Alternate Assessments (NYSAA) 2005–06

All St	All Students								
Total Tested	J								
	1	2	3	4					
0									
0									
0									
0									
	Total Tested 0 0	Total Number o Tested at Level: 1 0 0	Total Number of studen Tested at Level: 1 2 0 0	Tested at Level: 1 2 3 0 0 0					

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels and in the English and mathematics at the secondary level are available in the Accountability and Overview Report part of The New York State Report Card.

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NOTE

High School Completers

		All Students		General-Edu	cation Students	Students with Disabilities		
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	
Total Graduates	2005–06	70	100%	60	100%	10	100%	
	2004-05	55	100%	51	100%	4	100%	
	2003-04	72	100%	67	100%	5	100%	
Receiving a Regents Diploma	2005–06	58	83%	54	90%	4	40%	
	2004-05	50	91%	48	94%	2	50%	
	2003-04	45	63%	44	66%	1	20%	
Receiving a Regents Diploma	2005–06	38	54%	38	63%	0		
with Advanced Designation	2004–05	26	47%	25	49%	1	25%	
	2003-04	0		0		0		
Receiving an	2005–06	0		0		0		
Individualized Education	2004–05	0		0		0		
Program (IEP) Diploma	2003-04	0		0		0		

 $\label{eq:NOTE} \textbf{ An NA indicates that the diploma was not available in that year.}$

High School Noncompleters

		All Students		General-Educ	ation Students	Students with Disabilities		
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	
Dropped Out	2005–06	1	0%	0		1	2%	
	2004–05	4	1%	3	1%	1	2%	
	2003-04	1	0%	0		1	3%	
Entered Approved High	2005–06	0		0		0		
School Equivalency	2004-05	0		0		0		
Preparation Program	2003-04	0		0		0		
Total Noncompleters	2005–06	1	0%	0		1	2%	
	2004-05	4	1%	3	1%	1	2%	
	2003-04	2	1%	1	0%	1	3%	

Post-secondary Plans of 2005-06 Graduates

	All Students		General-Edu	cation Students	Students with Disabilities		
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	
To 4-year College	43	61%	40	67%	3	30%	
To 2-year College	15	21%	12	20%	3	30%	
To Other Post-secondary	4	6%	2	3%	2	20%	
To the Military	2	3%	0		2	20%	
To Employment	5	7%	5	8%	0		
To Adult Services	0		0		0		
To Other Known Plans	0		0		0		
Plan Unknown	1	1%	1	2%	0		

7 More Information about the School

School SOUTHOLD JUNIOR-SENIOR HIGH SCHOOL District SOUTHOLD UNION FREE SCHOOL DISTRICT

Financial Information

2004–05 School District-wide Total Expenditures per Pupil	\$19,033	
2004–05 NYS Public School Total Expenditures per Pupil	\$15,035	
2005–06 Estimated Percentage of Students from Families Receiving Public Assistance	0%	

NOTE

Expenditure data is available only at the district level.

Public Assistance information is available only at the school level.