

New York State District Report Card Comprehensive Information Report

BEDS Code: 50-03-01-06-0000
 Name: South Orangetown Central School District
 Superintendent: Joseph Zambito

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	255	259	271
First	250	269	263
Second	276	249	270
Third	220	283	253
Fourth	236	220	286
Fifth	220	251	225
Sixth	259	225	262
Ungraded Elementary	0	0	0
Seventh	267	261	236
Eighth	237	266	283
Ninth	231	264	248
Tenth	232	225	259
Eleventh	229	217	231
Twelfth	185	228	236
Ungraded Secondary	28	41	24
Total K-12 Enrollment	3125	3258	3347

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	389	12.4%	401	12.3%	395	11.8%
Black (Not Hispanic)	101	3.2%	95	2.9%	100	3.0%
Hispanic	207	6.6%	210	6.4%	229	6.8%
White (Not Hispanic)	2428	77.7%	2552	78.3%	2623	78.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	22	21
Common Branch	20	22	22
English Grade 8	20	24	24
Mathematics Grade 8	19	21	22
Science Grade 8	19	22	21
Social Studies Grade 8	23	25	25
English Grade 10	15	17	18
Mathematics Grade 10	9	16	17
Science Grade 10	21	21	19
Social Studies Grade 10	16	18	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	122	3.9%	113	3.5%	94	2.8%
Eligible for Free Lunch	105	3.6%	143	4.7%	98	3.2%

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		95.9%		95.7%		95.6%
Student Suspensions	71	2.4%	76	2.4%	96	3.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.3%	3.2%	1.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	258
Total Other Professional Staff	62
Total Paraprofessionals	91
Teaching Out of Certification*	4

*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	144	124	86%	192	153	80%	190	162	85%
Students with Disabilities	21	7	33%	12	3	25%	27	8	30%
All Students	165	131	79%	204	156	76%	217	170	78%

*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	181	30	0	1	4	1
Percent	83%	14%	0%	0%	2%	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)
27	8	6	33

*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	10		8		3	0.4%
	Entered GED Program*	11		3		3	0.4%
	Total Noncompleters	21		11		6	0.7%
Students with Disabilities	Dropped Out	3		2		0	0.0%
	Entered GED Program*	4		0		3	2.0%
	Total Noncompleters	7		2		3	2.0%
All Students	Dropped Out	13	1.4%	10	1.0%	3	0.3%
	Entered GED Program*	15	1.7%	3	0.3%	6	0.6%
	Total Noncompleters	28	3.1%	13	1.4%	9	0.9%

*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	212
	Number of Students with Disabilities	0	0	24
	Number of All Students	0	0	236
	Percent of Enrollment	0%	0%	30%
9-12	Number of General-Education Students	114	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	114	0	0
	Percent of Enrollment	13%	0%	0%

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; completer 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	0	0%	28	100%	36	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	50	100%	62	100%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	150	99%	141	95%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	2	#	5	100%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	20	90%	15	87%

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%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
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	16	100%	6	83%	6	83%
Science	17	47%	3	#	0	0%
Reading	0	0%	10	70%	0	0%
Writing	8	100%	0	0%	2	#
Global Studies	13	23%	8	63%	1	#
U.S. Hist & Gov't	3	#	6	83%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	223	223	220	33	26	27
Number Scoring 55-100	219	215	214	33	21	22
Number Scoring 65-100	203	197	208	26	17	22
Number Scoring 85-100	118	107	121	1	2	3
Percentage of Tested Scoring 55-100	98%	96%	97%	100%	81%	81%
Percentage of Tested Scoring 65-100	91%	88%	95%	79%	65%	81%
Percentage of Tested Scoring 85-100	53%	48%	55%	3%	8%	11%
Mathematics A						
Number Tested	298	175	245	42	23	15
Number Scoring 55-100	250	162	245	34	15	15
Number Scoring 65-100	223	153	242	22	14	14
Number Scoring 85-100	93	79	105	5	3	4
Percentage of Tested Scoring 55-100	84%	93%	100%	81%	65%	100%
Percentage of Tested Scoring 65-100	75%	87%	99%	52%	61%	93%
Percentage of Tested Scoring 85-100	31%	45%	43%	12%	13%	27%
Mathematics B						
Number Tested	0	171	157	0	10	15
Number Scoring 55-100	0	143	142	0	8	14
Number Scoring 65-100	0	122	120	0	7	7
Number Scoring 85-100	0	28	31	0	0	1
Percentage of Tested Scoring 55-100	0%	84%	90%	0%	80%	93%
Percentage of Tested Scoring 65-100	0%	71%	76%	0%	70%	47%
Percentage of Tested Scoring 85-100	0%	16%	20%	0%	0%	7%
Global History and Geography						
Number Tested	227	226	235	28	38	13
Number Scoring 55-100	215	220	229	22	33	12
Number Scoring 65-100	198	210	223	14	31	11
Number Scoring 85-100	84	130	157	3	8	3
Percentage of Tested Scoring 55-100	95%	97%	97%	79%	87%	92%
Percentage of Tested Scoring 65-100	87%	93%	95%	50%	82%	85%
Percentage of Tested Scoring 85-100	37%	58%	67%	11%	21%	23%
U.S. History and Government						
Number Tested	225	222	210	27	26	28
Number Scoring 55-100	208	219	206	23	26	25
Number Scoring 65-100	180	216	194	17	24	20
Number Scoring 85-100	81	144	143	2	9	11
Percentage of Tested Scoring 55-100	92%	99%	98%	85%	100%	89%
Percentage of Tested Scoring 65-100	80%	97%	92%	63%	92%	71%
Percentage of Tested Scoring 85-100	36%	65%	68%	7%	35%	39%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	209	231	255	24	27	16
Number Scoring 55-100	205	228	253	24	26	15
Number Scoring 65-100	200	218	247	20	23	14
Number Scoring 85-100	73	87	116	5	1	3
Percentage of Tested Scoring 55-100	98%	99%	99%	100%	96%	94%
Percentage of Tested Scoring 65-100	96%	94%	97%	83%	85%	88%
Percentage of Tested Scoring 85-100	35%	38%	45%	21%	4%	19%
Physical Setting/Earth Science						
Number Tested	215	248	248	27	14	22
Number Scoring 55-100	204	240	239	21	12	20
Number Scoring 65-100	185	233	228	16	11	19
Number Scoring 85-100	78	127	109	2	2	4
Percentage of Tested Scoring 55-100	95%	97%	96%	78%	86%	91%
Percentage of Tested Scoring 65-100	86%	94%	92%	59%	79%	86%
Percentage of Tested Scoring 85-100	36%	51%	44%	7%	14%	18%
Physical Setting/Chemistry						
Number Tested	170	162	152	4	9	6
Number Scoring 55-100	163	161	152	#	9	6
Number Scoring 65-100	122	148	141	#	9	4
Number Scoring 85-100	20	42	43	#	2	0
Percentage of Tested Scoring 55-100	96%	99%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	72%	91%	93%	#	100%	67%
Percentage of Tested Scoring 85-100	12%	26%	28%	#	22%	0%
Physical Setting/Physics						
Number Tested			19			0
Number Scoring 55-100			19			0
Number Scoring 65-100			18			0
Number Scoring 85-100			11			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			95%			0%
Percentage of Tested Scoring 85-100			58%			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
Comprehensive French						
Number Tested	19	26	29	0	3	0
Number Scoring 55-100	19	26	29	0	#	0
Number Scoring 65-100	19	26	28	0	#	0
Number Scoring 85-100	10	16	23	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	97%	0%	#	0%
Percentage of Tested Scoring 85-100	53%	62%	79%	0%	#	0%
Comprehensive Italian						
Number Tested	47	32	39	4	7	3
Number Scoring 55-100	47	32	39	#	7	#
Number Scoring 65-100	46	32	39	#	7	#
Number Scoring 85-100	28	21	29	#	3	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65-100	98%	100%	100%	#	100%	#
Percentage of Tested Scoring 85-100	60%	66%	74%	#	43%	#
Comprehensive German						
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 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	118	130	142	4	8	4
Number Scoring 55-100	118	130	142	#	8	#
Number Scoring 65-100	116	129	141	#	8	#
Number Scoring 85-100	90	86	91	#	2	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65-100	98%	99%	99%	#	100%	#
Percentage of Tested Scoring 85-100	76%	66%	64%	#	25%	#
Comprehensive Latin						
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
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	196	17	16	9	0	0
Number Scoring 55-100	176	11	8	3	0	0
Number Scoring 65-100	166	7	7	3	0	0
Number Scoring 85-100	84	0	0	1	0	0
Percentage of Tested Scoring 55-100	90%	65%	50%	33%	0%	0%
Percentage of Tested Scoring 65-100	85%	41%	44%	33%	0%	0%
Percentage of Tested Scoring 85-100	43%	0%	0%	11%	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%	16	94%	14	100%
Students with Disabilities	10	100%	8	63%	9	78%

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
Nov 2003	General-Education Students	207	1%	1%	40%	58%
	Students with Disabilities	19	11%	16%	58%	16%
	All Students	226	2%	2%	41%	55%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	238	0%	16%	60%	24%
	Students with Disabilities	29	7%	24%	66%	3%
	All Students	267	1%	16%	61%	22%

(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
Elementary Level						
Social Studies	4	0	#	#	#	#
Middle Level						
Social Studies	2	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

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	193	193	193	28	28	28	221	221	221
Number Scoring 55–64	8	1	2	6	4	5	14	5	7
Number Scoring 65–84	95	51	113	12	13	16	107	64	129
Number Scoring 85–100	81	133	71	2	7	3	83	140	74
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
Listening and Speaking (Grade K-1)						
Number Tested			31			0
Beginning (0-18)			2			0
Intermediate (19-31)			5			0
Advanced (32-36)			10			0
Proficient (37-39)			14			0
Reading and Writing (Grade K-1)						
Number Tested			31			0
Beginning (0-14)			6			0
Intermediate (15-24)			7			0
Advanced (25-32)			9			0
Proficient (33-35)			9			0
Listening and Speaking (Grade 2-4)						
Number Tested			35			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			8			#
Proficient (37-39)			26			#
Reading and Writing (Grade 2-4)						
Number Tested			35			1
Beginning (0-14)			0			#
Intermediate (15-24)			10			#
Advanced (25-32)			8			#
Proficient (33-35)			17			#
Listening and Speaking (Grade 5-6)						
Number Tested			10			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			4			#
Proficient (37-39)			6			#
Reading and Writing (Grade 5-6)						
Number Tested			10			1
Beginning (0-14)			0			#
Intermediate (15-24)			5			#
Advanced (25-32)			4			#
Proficient (33-35)			1			#

*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
Listening and Speaking (Grade 7-8)						
Number Tested			8			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			1			0
Proficient (37-39)			5			0
Reading and Writing (Grade 7-8)						
Number Tested			8			0
Beginning (0-14)			2			0
Intermediate (15-24)			1			0
Advanced (25-32)			4			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 9-12)						
Number Tested			24			0
Beginning (0-18)			2			0
Intermediate (19-31)			4			0
Advanced (32-36)			6			0
Proficient (37-39)			12			0
Reading and Writing (Grade 9-12)						
Number Tested			24			0
Beginning (0-14)			1			0
Intermediate (15-24)			9			0
Advanced (25-32)			11			0
Proficient (33-35)			3			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)