

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-04-13-03-0000  
 Name: South Huntington Union Free School District  
 Superintendent: Thomas C. Shea

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	450	464	432
First	453	442	465
Second	462	447	437
Third	489	465	430
Fourth	489	487	449
Fifth	459	505	478
Sixth	482	478	480
Ungraded Elementary	64	51	76
Seventh	445	511	457
Eighth	473	478	481
Ninth	462	515	507
Tenth	400	472	469
Eleventh	435	407	423
Twelfth	349	427	436
Ungraded Secondary	95	99	91
Total K-12 Enrollment	6007	6248	6111

## 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	202	3.4%	342	5.5%	347	5.7%
Black (Not Hispanic)	565	9.4%	728	11.7%	670	11.0%
Hispanic	633	10.5%	854	13.7%	872	14.3%
White (Not Hispanic)	4607	76.7%	4324	69.2%	4222	69.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	19	21
Common Branch	22	22	22
English Grade 8	20	21	25
Mathematics Grade 8	22	22	24
Science Grade 8	22	24	26
Social Studies Grade 8	23	24	26
English Grade 10	25	26	25
Mathematics Grade 10	24	22	22
Science Grade 10	20	21	20
Social Studies Grade 10	23	24	25

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average 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>	448	7.5%	446	7.1%	483	7.9%
<b>Eligible for Free Lunch</b>	1114	18.6%	1066	17.1%	1282	21.0%

**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>		94.1%		94.6%		94.3%
<b>Student Suspensions</b>	275	4.7%	264	4.4%	305	4.9%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.0%	5.5%	4.7%
<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	467
Total Other Professional Staff	90
Total Paraprofessionals	153
Teaching Out of Certification*	6

\*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	271	181	67%	348	241	69%	348	239	69%
Students with Disabilities	46	10	22%	59	14	24%	62	13	21%
All Students	317	191	60%	407	255	63%	410	252	61%

\*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	248	100	6	4	36	16
Percent	60%	24%	1%	1%	9%	4%

## 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)
62	13	14	76

\*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	31		32		59	3.8%
	Entered GED Program*	2		0		0	0.0%
	Total Noncompleters	33		32		59	3.8%
Students with Disabilities	Dropped Out	11		12		19	5.9%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	11		12		19	5.9%
All Students	Dropped Out	42	2.5%	44	2.4%	78	4.1%
	Entered GED Program*	2	0.1%	0	0.0%	0	0.0%
	Total Noncompleters	44	2.6%	44	2.4%	78	4.1%

\*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	99%	0%	0%
2-3	48%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	216	232	443
	Number of Students with Disabilities	33	21	45
	Number of All Students	249	253	488
	Percent of Enrollment	26%	25%	51%
6-8	Number of General-Education Students	1232	24	1303
	Number of Students with Disabilities	168	181	157
	Number of All Students	1400	205	1460
	Percent of Enrollment	97%	14%	100%
9-12	Number of General-Education Students	1404	1568	1618
	Number of Students with Disabilities	242	253	239
	Number of All Students	1646	1821	1857
	Percent of Enrollment	96%	97%	98%

## 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	0	0%	45	100%	29	90%
German	0	0%	0	0%	0	0%
Italian	0	0%	125	98%	78	88%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	258	95%	152	78%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	3	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	2	#	5	60%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	15	60%	8	63%

# 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	#	3	#
Science	9	100%	1	#	7	57%
Reading	0	0%	1	#	0	0%
Writing	3	#	1	#	1	#
Global Studies	0	0%	3	#	2	#
U.S. Hist & Gov't	2	#	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	40	63%	54	87%	54	76%
Science	27	56%	55	44%	71	66%
Reading	27	70%	44	70%	17	65%
Writing	27	96%	37	86%	23	91%
Global Studies	14	57%	52	52%	38	42%
U.S. Hist & Gov't	26	65%	41	59%	33	67%

(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	438	443	467	64	65	75
Number Scoring 55-100	389	369	434	39	23	54
Number Scoring 65-100	333	356	407	19	22	46
Number Scoring 85-100	197	195	250	3	2	13
Percentage of Tested Scoring 55-100	89%	83%	93%	61%	35%	72%
Percentage of Tested Scoring 65-100	76%	80%	87%	30%	34%	61%
Percentage of Tested Scoring 85-100	45%	44%	54%	5%	3%	17%
<b>Mathematics A</b>						
Number Tested	251	627	561	53	90	80
Number Scoring 55-100	162	459	514	10	26	55
Number Scoring 65-100	118	413	447	6	23	39
Number Scoring 85-100	84	146	172	1	1	7
Percentage of Tested Scoring 55-100	65%	73%	92%	19%	29%	69%
Percentage of Tested Scoring 65-100	47%	66%	80%	11%	26%	49%
Percentage of Tested Scoring 85-100	33%	23%	31%	2%	1%	9%
<b>Mathematics B</b>						
Number Tested	0	0	252	0	0	9
Number Scoring 55-100	0	0	238	0	0	8
Number Scoring 65-100	0	0	215	0	0	7
Number Scoring 85-100	0	0	86	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	94%	0%	0%	89%
Percentage of Tested Scoring 65-100	0%	0%	85%	0%	0%	78%
Percentage of Tested Scoring 85-100	0%	0%	34%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	414	484	483	54	82	69
Number Scoring 55-100	379	433	446	31	53	47
Number Scoring 65-100	358	415	408	21	47	34
Number Scoring 85-100	192	226	286	3	11	8
Percentage of Tested Scoring 55-100	92%	89%	92%	57%	65%	68%
Percentage of Tested Scoring 65-100	86%	86%	84%	39%	57%	49%
Percentage of Tested Scoring 85-100	46%	47%	59%	6%	13%	12%
<b>U.S. History and Government</b>						
Number Tested	441	435	437	66	62	76
Number Scoring 55-100	394	401	406	38	40	59
Number Scoring 65-100	347	385	382	22	34	50
Number Scoring 85-100	177	222	249	9	7	14
Percentage of Tested Scoring 55-100	89%	92%	93%	58%	65%	78%
Percentage of Tested Scoring 65-100	79%	89%	87%	33%	55%	66%
Percentage of Tested Scoring 85-100	40%	51%	57%	14%	11%	18%

(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	350	424	452	36	58	60
Number Scoring 55-100	341	402	427	28	47	43
Number Scoring 65-100	335	369	399	26	36	30
Number Scoring 85-100	153	158	162	2	7	6
Percentage of Tested Scoring 55-100	97%	95%	94%	78%	81%	72%
Percentage of Tested Scoring 65-100	96%	87%	88%	72%	62%	50%
Percentage of Tested Scoring 85-100	44%	37%	36%	6%	12%	10%
<b>Physical Setting/Earth Science</b>						
Number Tested	472	635	474	64	70	50
Number Scoring 55-100	443	578	417	51	48	31
Number Scoring 65-100	408	530	378	44	32	22
Number Scoring 85-100	189	283	180	7	4	2
Percentage of Tested Scoring 55-100	94%	91%	88%	80%	69%	62%
Percentage of Tested Scoring 65-100	86%	83%	80%	69%	46%	44%
Percentage of Tested Scoring 85-100	40%	45%	38%	11%	6%	4%
<b>Physical Setting/Chemistry</b>						
Number Tested	265	257	299	6	7	12
Number Scoring 55-100	258	239	287	6	5	12
Number Scoring 65-100	208	193	234	3	3	8
Number Scoring 85-100	33	45	59	0	0	1
Percentage of Tested Scoring 55-100	97%	93%	96%	100%	71%	100%
Percentage of Tested Scoring 65-100	78%	75%	78%	50%	43%	67%
Percentage of Tested Scoring 85-100	12%	18%	20%	0%	0%	8%
<b>Physical Setting/Physics</b>						
Number Tested			100			0
Number Scoring 55-100			97			0
Number Scoring 65-100			91			0
Number Scoring 85-100			32			0
Percentage of Tested Scoring 55-100			97%			0%
Percentage of Tested Scoring 65-100			91%			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	55	39	30	1	0	1
Number Scoring 55-100	53	39	30	#	0	#
Number Scoring 65-100	52	39	30	#	0	#
Number Scoring 85-100	22	25	23	#	0	#
Percentage of Tested Scoring 55-100	96%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	95%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	40%	64%	77%	#	0%	#
<b>Comprehensive Italian</b>						
Number Tested	113	51	74	5	0	4
Number Scoring 55-100	113	51	73	5	0	#
Number Scoring 65-100	110	51	72	5	0	#
Number Scoring 85-100	55	19	51	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	0%	#
Percentage of Tested Scoring 65-100	97%	100%	97%	100%	0%	#
Percentage of Tested Scoring 85-100	49%	37%	69%	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	343	175	194	15	4	9
Number Scoring 55-100	342	174	190	15	#	9
Number Scoring 65-100	337	172	188	14	#	9
Number Scoring 85-100	220	127	130	5	#	3
Percentage of Tested Scoring 55-100	100%	99%	98%	100%	#	100%
Percentage of Tested Scoring 65-100	98%	98%	97%	93%	#	100%
Percentage of Tested Scoring 85-100	64%	73%	67%	33%	#	33%
<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	258	162	20	10	3	4
Number Scoring 55-100	248	152	17	10	#	#
Number Scoring 65-100	244	146	12	10	#	#
Number Scoring 85-100	136	46	0	4	#	#
Percentage of Tested Scoring 55-100	96%	94%	85%	100%	#	#
Percentage of Tested Scoring 65-100	95%	90%	60%	100%	#	#
Percentage of Tested Scoring 85-100	53%	28%	0%	40%	#	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	42	100%	28	96%	4	#
Students with Disabilities	18	100%	24	75%	7	100%

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	434	4%	4%	48%	44%
	Students with Disabilities	50	12%	10%	66%	12%
	All Students	484	5%	5%	50%	41%

## 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	436	1%	11%	58%	31%
	Students with Disabilities	60	3%	55%	38%	3%
	All Students	496	1%	16%	55%	27%

(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	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	3	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	3	2	#	#	#	#
Social Studies	4	1	#	#	#	#
Mathematics	2	3	#	#	#	#
Science	4	1	#	#	#	#

## 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	344	344	344	73	73	73	417	417	417
Number Scoring 55–64	6	4	10	7	8	12	13	12	22
Number Scoring 65–84	135	121	147	25	24	27	160	145	174
Number Scoring 85–100	187	202	171	3	5	3	190	207	174
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			180			6
Beginning (0-18)			7			0
Intermediate (19-31)			27			2
Advanced (32-36)			69			1
Proficient (37-39)			77			3
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			180			6
Beginning (0-14)			45			0
Intermediate (15-24)			41			1
Advanced (25-32)			51			4
Proficient (33-35)			43			1
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			153			14
Beginning (0-18)			4			0
Intermediate (19-31)			22			4
Advanced (32-36)			43			6
Proficient (37-39)			84			4
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			153			14
Beginning (0-14)			40			8
Intermediate (15-24)			72			4
Advanced (25-32)			32			2
Proficient (33-35)			9			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			48			4
Beginning (0-18)			1			#
Intermediate (19-31)			3			#
Advanced (32-36)			8			#
Proficient (37-39)			36			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			48			4
Beginning (0-14)			4			#
Intermediate (15-24)			14			#
Advanced (25-32)			27			#
Proficient (33-35)			3			#

\*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			31			0
Beginning (0-18)			6			0
Intermediate (19-31)			2			0
Advanced (32-36)			17			0
Proficient (37-39)			6			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			32			0
Beginning (0-14)			5			0
Intermediate (15-24)			13			0
Advanced (25-32)			9			0
Proficient (33-35)			5			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			80			4
Beginning (0-18)			13			#
Intermediate (19-31)			31			#
Advanced (32-36)			27			#
Proficient (37-39)			9			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			80			4
Beginning (0-14)			16			#
Intermediate (15-24)			26			#
Advanced (25-32)			35			#
Proficient (33-35)			3			#

\*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)