

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 58-07-01-02-0000  
 Name: Shelter Island Union Free School District  
 Superintendent: Kenneth A. Lanier Sr.

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	31	14	22
First	25	29	12
Second	16	22	32
Third	24	16	24
Fourth	26	21	16
Fifth	22	21	20
Sixth	19	22	24
Ungraded Elementary	0	0	0
Seventh	21	21	23
Eighth	17	18	18
Ninth	27	19	20
Tenth	22	25	16
Eleventh	10	21	21
Twelfth	25	12	21
Ungraded Secondary	0	0	0
Total K-12 Enrollment	285	261	269

### 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	0	0.0%	1	0.4%	0	0.0%
Black (Not Hispanic)	3	1.1%	5	1.9%	12	4.5%
Hispanic	2	0.7%	4	1.5%	5	1.9%
White (Not Hispanic)	280	98.2%	251	96.2%	252	93.7%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	14	22
Common Branch	22	18	17
English Grade 8	17	18	18
Mathematics Grade 8	0	12	13
Science Grade 8	17	18	18
Social Studies Grade 8	17	18	18
English Grade 10	0	25	15
Mathematics Grade 10	7	9	12
Science Grade 10	21	24	16
Social Studies Grade 10	21	25	16

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low 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>	7	2.5%	7	2.7%	4	1.5%
<b>Eligible for Free Lunch</b>	8	2.8%	7	2.7%	17	6.3%

**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>		93.8%		95.0%		93.2%
<b>Student Suspensions</b>	3	1.1%	5	1.8%	10	3.8%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	6.7%	5.8%	3.7%
<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	32
Total Other Professional Staff	5
Total Paraprofessionals	7
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 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	17	13	76%	11	7	64%	17	16	94%
Students with Disabilities	3	0	0%	1	0	0%	4	2	50%
All Students	20	13	65%	12	7	58%	21	18	86%

\*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	15	4	0	0	2	0
Percent	71%	19%	0%	0%	10%	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)
4	2	0	4

\*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	1		0		1	1.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		0		1	1.5%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	1	1.2%	0	0.0%	1	1.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	1	1.2%	0	0.0%	1	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	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	1	0	0
	Number of Students with Disabilities	0	4	0
	Number of All Students	1	4	0
	Percent of Enrollment	2%	7%	0%
9-12	Number of General-Education Students	13	0	0
	Number of Students with Disabilities	0	12	13
	Number of All Students	13	12	13
	Percent of Enrollment	15%	16%	17%

## 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%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	18	94%	16	100%	16	94%

## 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	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	2	#	4	#

# 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	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	80%	1	#
Science	2	#	0	0%	1	#
Reading	0	0%	2	#	2	#
Writing	0	0%	0	0%	3	#
Global Studies	2	#	2	#	1	#
U.S. Hist & Gov't	1	#	1	#	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	11	20	22	1	4	2
Number Scoring 55–100	11	19	22	#	#	#
Number Scoring 65–100	8	17	22	#	#	#
Number Scoring 85–100	4	9	10	#	#	#
Percentage of Tested Scoring 55–100	100%	95%	100%	#	#	#
Percentage of Tested Scoring 65–100	73%	85%	100%	#	#	#
Percentage of Tested Scoring 85–100	36%	45%	45%	#	#	#
<b>Mathematics A</b>						
Number Tested	2	29	21	1	5	5
Number Scoring 55–100	#	26	21	#	2	5
Number Scoring 65–100	#	23	20	#	1	4
Number Scoring 85–100	#	9	9	#	0	1
Percentage of Tested Scoring 55–100	#	90%	100%	#	40%	100%
Percentage of Tested Scoring 65–100	#	79%	95%	#	20%	80%
Percentage of Tested Scoring 85–100	#	31%	43%	#	0%	20%
<b>Mathematics B</b>						
Number Tested	0	0	13	0	0	0
Number Scoring 55–100	0	0	9	0	0	0
Number Scoring 65–100	0	0	8	0	0	0
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	69%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	62%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	8%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	25	25	20	5	2	5
Number Scoring 55–100	24	24	18	4	#	3
Number Scoring 65–100	19	22	18	3	#	3
Number Scoring 85–100	8	12	6	0	#	1
Percentage of Tested Scoring 55–100	96%	96%	90%	80%	#	60%
Percentage of Tested Scoring 65–100	76%	88%	90%	60%	#	60%
Percentage of Tested Scoring 85–100	32%	48%	30%	0%	#	20%
<b>U.S. History and Government</b>						
Number Tested	15	22	22	2	5	1
Number Scoring 55–100	13	21	22	#	5	#
Number Scoring 65–100	11	17	21	#	3	#
Number Scoring 85–100	2	11	12	#	0	#
Percentage of Tested Scoring 55–100	87%	95%	100%	#	100%	#
Percentage of Tested Scoring 65–100	73%	77%	95%	#	60%	#
Percentage of Tested Scoring 85–100	13%	50%	55%	#	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	25	17	20	2	3	5
Number Scoring 55–100	25	17	19	#	#	4
Number Scoring 65–100	25	16	19	#	#	4
Number Scoring 85–100	6	6	7	#	#	1
Percentage of Tested Scoring 55–100	100%	100%	95%	#	#	80%
Percentage of Tested Scoring 65–100	100%	94%	95%	#	#	80%
Percentage of Tested Scoring 85–100	24%	35%	35%	#	#	20%
<b>Physical Setting/Earth Science</b>						
Number Tested	24	44	38	4	7	7
Number Scoring 55–100	24	41	36	#	5	5
Number Scoring 65–100	21	38	35	#	4	5
Number Scoring 85–100	8	18	19	#	1	4
Percentage of Tested Scoring 55–100	100%	93%	95%	#	71%	71%
Percentage of Tested Scoring 65–100	88%	86%	92%	#	57%	71%
Percentage of Tested Scoring 85–100	33%	41%	50%	#	14%	57%
<b>Physical Setting/Chemistry</b>						
Number Tested	6	0	24	0	0	0
Number Scoring 55–100	6	0	24	0	0	0
Number Scoring 65–100	4	0	23	0	0	0
Number Scoring 85–100	0	0	10	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	67%	0%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	42%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of Tested Scoring 55–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%
Percentage of Tested Scoring 85–100			0%			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	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 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	13	19	13	0	0	0
Number Scoring 55–100	13	19	13	0	0	0
Number Scoring 65–100	13	19	13	0	0	0
Number Scoring 85–100	11	14	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	85%	74%	62%	0%	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	10	13	0	0	0	0
Number Scoring 55–100	9	11	0	0	0	0
Number Scoring 65–100	9	11	0	0	0	0
Number Scoring 85–100	5	3	0	0	0	0
Percentage of Tested Scoring 55–100	90%	85%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	85%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	23%	0%	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	13	100%	15	87%	8	100%
Students with Disabilities	0	0%	3	#	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	17	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	20	0%	10%	70%	20%

## 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	16	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	18	0%	22%	72%	6%

(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	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	17	17	17	3	3	3	20	20	20
Number Scoring 55–64	#	#	#	#	#	#	2	3	1
Number Scoring 65–84	#	#	#	#	#	#	8	5	11
Number Scoring 85–100	#	#	#	#	#	#	9	11	8
Approved Alternatives	#	#	#	#	#	#	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			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</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 2-4)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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)\***

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			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			1			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)