

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 58-09-06-03-0000  
 Name: Southampton Union Free School District  
 Superintendent: Linda J. Bruno

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	54	68	72
Kindergarten	118	112	101
First	124	120	108
Second	102	120	131
Third	108	108	129
Fourth	111	101	111
Fifth	120	107	102
Sixth	128	125	110
Ungraded Elementary	25	18	11
Seventh	121	126	123
Eighth	117	125	129
Ninth	155	169	197
Tenth	132	155	152
Eleventh	155	122	137
Twelfth	162	158	143
Ungraded Secondary	29	20	13
Total K-12 Enrollment	1707	1686	1697

### 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	115	6.7%	123	7.3%	132	7.8%
Black (Not Hispanic)	160	9.4%	138	8.2%	134	7.9%
Hispanic	198	11.6%	219	13.0%	260	15.3%
White (Not Hispanic)	1234	72.3%	1206	71.5%	1171	69.0%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	24	22	20
Common Branch	22	20	21
English Grade 8	19	21	20
Mathematics Grade 8	19	21	20
Science Grade 8	24	22	22
Social Studies Grade 8	19	25	23
English Grade 10	17	16	18
Mathematics Grade 10	12	19	11
Science Grade 10	22	19	19
Social Studies Grade 10	16	19	19

(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>	110	6.3%	117	6.7%	124	7.0%
<b>Eligible for Free Lunch</b>	140	8.2%	147	8.7%	149	8.8%

**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>		94.9%		94.7%		95.2%
<b>Student Suspensions</b>	50	3.0%	112	6.6%	95	5.6%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.3%	3.7%	5.6%
<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	188
Total Other Professional Staff	24
Total Paraprofessionals	51
Teaching Out of Certification*	3

\*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	133	77	58%	125	76	61%	111	64	58%
Students with Disabilities	18	0	0%	21	1	5%	11	2	18%
All Students	151	77	51%	146	77	53%	122	66	54%

\*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	74	19	0	1	26	2
Percent	61%	16%	0%	1%	21%	2%

## 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)
11	2	1	12

\*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	12		6		3	0.5%
	Entered GED Program*	2		1		0	0.0%
	Total Noncompleters	14		7		3	0.5%
Students with Disabilities	Dropped Out	0		1		0	0.0%
	Entered GED Program*	1		1		0	0.0%
	Total Noncompleters	1		2		0	0.0%
All Students	Dropped Out	12	1.9%	7	1.1%	3	0.5%
	Entered GED Program*	3	0.5%	2	0.3%	0	0.0%
	Total Noncompleters	15	2.4%	9	1.5%	3	0.5%

\*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	205	255
	Number of Students with Disabilities	0	46	0
	Number of All Students	0	251	255
	Percent of Enrollment	0%	65%	69%
9–12	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%

## 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	12	100%	0	0%	16	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	12	100%
Spanish	57	91%	0	0%	95	87%

## 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	#	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	5	100%	1	#	0	0%
Writing	4	#	1	#	0	0%
Global Studies	5	60%	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	0	0%	0	0%
Science	1	#	1	#	0	0%
Reading	6	83%	0	0%	0	0%
Writing	19	100%	0	0%	0	0%
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	3	#

(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	146	120	153	22	7	16
Number Scoring 55–100	129	115	146	16	6	14
Number Scoring 65–100	111	102	132	8	5	11
Number Scoring 85–100	57	38	54	1	0	2
Percentage of Tested Scoring 55–100	88%	96%	95%	73%	86%	88%
Percentage of Tested Scoring 65–100	76%	85%	86%	36%	71%	69%
Percentage of Tested Scoring 85–100	39%	32%	35%	5%	0%	12%
<b>Mathematics A</b>						
Number Tested	17	137	171	7	10	15
Number Scoring 55–100	7	131	165	3	9	13
Number Scoring 65–100	5	124	151	1	8	9
Number Scoring 85–100	1	33	51	1	1	1
Percentage of Tested Scoring 55–100	41%	96%	96%	43%	90%	87%
Percentage of Tested Scoring 65–100	29%	91%	88%	14%	80%	60%
Percentage of Tested Scoring 85–100	6%	24%	30%	14%	10%	7%
<b>Mathematics B</b>						
Number Tested	0	0	89	0	0	4
Number Scoring 55–100	0	0	76	0	0	#
Number Scoring 65–100	0	0	66	0	0	#
Number Scoring 85–100	0	0	13	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	85%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	74%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	15%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	129	156	161	13	12	14
Number Scoring 55–100	112	138	145	10	9	13
Number Scoring 65–100	101	130	124	9	8	9
Number Scoring 85–100	26	35	25	0	2	0
Percentage of Tested Scoring 55–100	87%	88%	90%	77%	75%	93%
Percentage of Tested Scoring 65–100	78%	83%	77%	69%	67%	64%
Percentage of Tested Scoring 85–100	20%	22%	16%	0%	17%	0%
<b>U.S. History and Government</b>						
Number Tested	148	137	154	20	11	14
Number Scoring 55–100	138	128	136	18	9	11
Number Scoring 65–100	124	121	122	14	8	8
Number Scoring 85–100	50	66	62	2	1	3
Percentage of Tested Scoring 55–100	93%	93%	88%	90%	82%	79%
Percentage of Tested Scoring 65–100	84%	88%	79%	70%	73%	57%
Percentage of Tested Scoring 85–100	34%	48%	40%	10%	9%	21%

(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	107	144	128	6	11	6
Number Scoring 55–100	106	142	124	6	11	6
Number Scoring 65–100	105	135	121	6	11	6
Number Scoring 85–100	40	38	44	0	1	1
Percentage of Tested Scoring 55–100	99%	99%	97%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	94%	95%	100%	100%	100%
Percentage of Tested Scoring 85–100	37%	26%	34%	0%	9%	17%
<b>Physical Setting/Earth Science</b>						
Number Tested	144	130	176	25	2	13
Number Scoring 55–100	141	126	168	25	#	12
Number Scoring 65–100	132	114	156	22	#	10
Number Scoring 85–100	60	58	39	6	#	1
Percentage of Tested Scoring 55–100	98%	97%	95%	100%	#	92%
Percentage of Tested Scoring 65–100	92%	88%	89%	88%	#	77%
Percentage of Tested Scoring 85–100	42%	45%	22%	24%	#	8%
<b>Physical Setting/Chemistry</b>						
Number Tested	79	76	89	1	1	3
Number Scoring 55–100	75	69	87	#	#	#
Number Scoring 65–100	62	54	73	#	#	#
Number Scoring 85–100	17	12	10	#	#	#
Percentage of Tested Scoring 55–100	95%	91%	98%	#	#	#
Percentage of Tested Scoring 65–100	78%	71%	82%	#	#	#
Percentage of Tested Scoring 85–100	22%	16%	11%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			34			0
Number Scoring 55–100			34			0
Number Scoring 65–100			34			0
Number Scoring 85–100			7			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			21%			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	20	19	17	0	0	0
Number Scoring 55–100	20	18	16	0	0	0
Number Scoring 65–100	17	17	16	0	0	0
Number Scoring 85–100	4	10	9	0	0	0
Percentage of Tested Scoring 55–100	100%	95%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	89%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	20%	53%	53%	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	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	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	40	49	55	0	0	0
Number Scoring 55–100	39	48	55	0	0	0
Number Scoring 65–100	39	47	51	0	0	0
Number Scoring 85–100	25	31	17	0	0	0
Percentage of Tested Scoring 55–100	97%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	96%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	63%	31%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	18	18	19	0	0	0
Number Scoring 55–100	18	18	19	0	0	0
Number Scoring 65–100	18	18	19	0	0	0
Number Scoring 85–100	13	14	13	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	72%	78%	68%	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	88	99	12	1	2	0
Number Scoring 55–100	80	77	6	#	#	0
Number Scoring 65–100	76	69	3	#	#	0
Number Scoring 85–100	45	27	0	#	#	0
Percentage of Tested Scoring 55–100	91%	78%	50%	#	#	0%
Percentage of Tested Scoring 65–100	86%	70%	25%	#	#	0%
Percentage of Tested Scoring 85–100	51%	27%	0%	#	#	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	11	91%	3	#	0	0%
Students with Disabilities	1	#	3	#	1	#

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	86	2%	0%	33%	65%
	Students with Disabilities	16	0%	0%	56%	44%
	All Students	102	2%	0%	36%	62%

## 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	114	1%	23%	63%	13%
	Students with Disabilities	10	10%	70%	20%	0%
	All Students	124	2%	27%	60%	12%

(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	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	118	118	118	13	13	13	131	131	131
Number Scoring 55–64	10	3	4	2	1	2	12	4	6
Number Scoring 65–84	68	46	48	7	7	8	75	53	56
Number Scoring 85–100	29	64	60	0	1	0	29	65	60
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			28			0
Beginning (0-18)			2			0
Intermediate (19-31)			4			0
Advanced (32-36)			14			0
Proficient (37-39)			8			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			28			0
Beginning (0-14)			8			0
Intermediate (15-24)			6			0
Advanced (25-32)			9			0
Proficient (33-35)			5			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			16			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			1			0
Proficient (37-39)			14			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			16			0
Beginning (0-14)			4			0
Intermediate (15-24)			8			0
Advanced (25-32)			3			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			8			0
Beginning (0-18)			1			0
Intermediate (19-31)			0			0
Advanced (32-36)			3			0
Proficient (37-39)			4			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			8			0
Beginning (0-14)			1			0
Intermediate (15-24)			4			0
Advanced (25-32)			3			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			6			0
Beginning (0-18)			2			0
Intermediate (19-31)			1			0
Advanced (32-36)			1			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			6			0
Beginning (0-14)			2			0
Intermediate (15-24)			1			0
Advanced (25-32)			2			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			55			0
Beginning (0-18)			6			0
Intermediate (19-31)			16			0
Advanced (32-36)			15			0
Proficient (37-39)			18			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			55			0
Beginning (0-14)			11			0
Intermediate (15-24)			19			0
Advanced (25-32)			20			0
Proficient (33-35)			5			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)