

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 58-10-12-02-0000  
 Name: Mattituck-Cutchogue Union Free School District  
 Superintendent: Kenney W. Aldrich

### Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	103	102	114
First	106	115	105
Second	124	100	114
Third	135	110	109
Fourth	121	126	113
Fifth	137	135	135
Sixth	133	133	135
Ungraded Elementary	0	0	0
Seventh	139	139	135
Eighth	133	141	137
Ninth	103	127	141
Tenth	115	102	128
Eleventh	114	115	99
Twelfth	95	118	116
Ungraded Secondary	4	0	0
Total K-12 Enrollment	1562	1563	1581

### Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	12	0.8%	10	0.6%	7	0.4%
Black (Not Hispanic)	39	2.5%	33	2.1%	30	1.9%
Hispanic	26	1.7%	25	1.6%	30	1.9%
White (Not Hispanic)	1485	95.1%	1495	95.6%	1514	95.8%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	17	19
Common Branch	20	20	19
English Grade 8	22	21	18
Mathematics Grade 8	21	20	23
Science Grade 8	21	24	23
Social Studies Grade 8	22	24	23
English Grade 10	19	19	21
Mathematics Grade 10	17	19	18
Science Grade 10	17	16	18
Social Studies Grade 10	19	23	22

(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>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	16	1.0%	24	1.5%	19	1.2%
<b>Eligible for Free Lunch</b>	38	2.4%	36	2.3%	52	3.3%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</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>		94.4%		94.8%		94.8%
<b>Student Suspensions</b>	47	3.0%	49	3.1%	43	2.8%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	1.6%	2.3%	1.5%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	145
Total Other Professional Staff	18
Total Paraprofessionals	39
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	80	102	107
	Regents Diplomas	63	81	104
	% Regents Diplomas	79%	79%	97%
	Regents Diplomas with Advanced Designation**			71
	% Regents Diplomas with Advanced Designation			66%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	9	7	4
	Regents Diplomas	1	1	1
	% Regents Diplomas	11%	14%	25%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	4	0
All Students	Total Graduates*	89	109	111
	Regents Diplomas	64	82	105
	% Regents Diplomas	72%	75%	95%
	Regents Diplomas with Advanced Designation**			71
	% Regents Diplomas with Advanced Designation			64%
	IEP Diplomas or Local Certificates	0	4	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	84	20	0	0	2	0	0	1
	Percent	79%	19%	0%	0%	2%	0%	0%	1%
Students with Disabilities	Number	0	4	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	84	24	0	0	2	0	0	1
	Percent	76%	22%	0%	0%	2%	0%	0%	1%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	4		2	0.5%	1	0.2%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	4		2	0.5%	1	0.2%
Students with Disabilities	Dropped Out	3		0	0.0%	1	2.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	3		0	0.0%	1	2.0%
All Students	Dropped Out	7	1.6%	2	0.4%	2	0.4%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	7	1.6%	2	0.4%	2	0.4%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	257	249
	Number of Students with Disabilities	0	23	23
	Number of All Students	0	280	272
	Percent of Enrollment	0%	68%	67%
9-12	Number of General-Education Students	0	430	430
	Number of Students with Disabilities	0	32	34
	Number of All Students	0	462	464
	Percent of Enrollment	0%	100%	96%

## 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 2004-2005 school year; completion data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	19	100%	17	100%	14	100%
German	15	93%	23	87%	17	100%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	67	99%	75	95%	93	100%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	1	#	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	5	80%	2	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	89%	6	100%	10	80%
Science	5	100%	7	86%	12	83%
Reading	5	80%	0	0%	5	80%
Writing	3	#	1	#	3	#
Global Studies	3	#	1	#	0	0%
U.S. Hist & Gov't	7	71%	0	0%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	143	105	110	7	4	9
Number Scoring 55-100	138	104	103	4	#	6
Number Scoring 65-100	128	101	100	3	#	5
Number Scoring 85-100	69	55	51	0	#	1
Percentage of Tested Scoring 55-100	97%	99%	94%	57%	#	67%
Percentage of Tested Scoring 65-100	90%	96%	91%	43%	#	56%
Percentage of Tested Scoring 85-100	48%	52%	46%	0%	#	11%
<b>Mathematics A</b>						
Number Tested	97	104	129	2	0	14
Number Scoring 55-100	96	104	128	#	0	13
Number Scoring 65-100	91	102	126	#	0	11
Number Scoring 85-100	33	56	60	#	0	2
Percentage of Tested Scoring 55-100	99%	100%	99%	#	0%	93%
Percentage of Tested Scoring 65-100	94%	98%	98%	#	0%	79%
Percentage of Tested Scoring 85-100	34%	54%	47%	#	0%	14%
<b>Mathematics B</b>						
Number Tested	81	81	73	0	0	1
Number Scoring 55-100	74	80	64	0	0	#
Number Scoring 65-100	63	79	58	0	0	#
Number Scoring 85-100	22	34	16	0	0	#
Percentage of Tested Scoring 55-100	91%	99%	88%	0%	0%	#
Percentage of Tested Scoring 65-100	78%	98%	79%	0%	0%	#
Percentage of Tested Scoring 85-100	27%	42%	22%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	117	107	130	6	7	13
Number Scoring 55-100	110	103	126	5	6	12
Number Scoring 65-100	105	99	116	2	5	10
Number Scoring 85-100	58	47	58	1	1	3
Percentage of Tested Scoring 55-100	94%	96%	97%	83%	86%	92%
Percentage of Tested Scoring 65-100	90%	93%	89%	33%	71%	77%
Percentage of Tested Scoring 85-100	50%	44%	45%	17%	14%	23%
<b>U.S. History and Government</b>						
Number Tested	114	116	98	8	4	8
Number Scoring 55-100	112	114	94	7	#	6
Number Scoring 65-100	105	111	88	4	#	5
Number Scoring 85-100	56	72	52	0	#	1
Percentage of Tested Scoring 55-100	98%	98%	96%	88%	#	75%
Percentage of Tested Scoring 65-100	92%	96%	90%	50%	#	62%
Percentage of Tested Scoring 85-100	49%	62%	53%	0%	#	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	88	110	110	3	6	11
Number Scoring 55-100	88	110	108	#	6	10
Number Scoring 65-100	86	109	108	#	6	10
Number Scoring 85-100	35	60	49	#	1	3
Percentage of Tested Scoring 55-100	100%	100%	98%	#	100%	91%
Percentage of Tested Scoring 65-100	98%	99%	98%	#	100%	91%
Percentage of Tested Scoring 85-100	40%	55%	45%	#	17%	27%
<b>Physical Setting/Earth Science</b>						
Number Tested	80	108	137	2	4	6
Number Scoring 55-100	80	108	132	#	#	4
Number Scoring 65-100	79	107	129	#	#	4
Number Scoring 85-100	47	44	73	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	96%	#	#	67%
Percentage of Tested Scoring 65-100	99%	99%	94%	#	#	67%
Percentage of Tested Scoring 85-100	59%	41%	53%	#	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	107	80	74	1	1	1
Number Scoring 55-100	103	79	73	#	#	#
Number Scoring 65-100	85	69	64	#	#	#
Number Scoring 85-100	12	13	28	#	#	#
Percentage of Tested Scoring 55-100	96%	99%	99%	#	#	#
Percentage of Tested Scoring 65-100	79%	86%	86%	#	#	#
Percentage of Tested Scoring 85-100	11%	16%	38%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		43	65		0	0
Number Scoring 55-100		42	58		0	0
Number Scoring 65-100		40	54		0	0
Number Scoring 85-100		16	14		0	0
Percentage of Tested Scoring 55-100		98%	89%		0%	0%
Percentage of Tested Scoring 65-100		93%	83%		0%	0%
Percentage of Tested Scoring 85-100		37%	22%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	6	15	13	0	0	0
Number Scoring 55-100	6	15	13	0	0	0
Number Scoring 65-100	6	15	13	0	0	0
Number Scoring 85-100	4	15	12	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	67%	100%	92%	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	11	13	8	0	0	0
Number Scoring 55-100	11	13	8	0	0	0
Number Scoring 65-100	11	13	8	0	0	0
Number Scoring 85-100	11	5	5	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	100%	38%	62%	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	7	25	34	1	0	0
Number Scoring 55-100	7	25	34	#	0	0
Number Scoring 65-100	7	25	34	#	0	0
Number Scoring 85-100	2	22	24	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	29%	88%	71%	#	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)



## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	121	2%	1%	52%	45%
	Students with Disabilities	15	0%	7%	67%	27%
	All Students	136	2%	1%	54%	43%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	121	0%	4%	69%	27%
	Students with Disabilities	11	0%	27%	73%	0%
	All Students	132	0%	6%	69%	25%

(Form – I)

# New York State Alternate Assessments (NYSAA) 2004–05

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

## 2001 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	112	112	112	7	7	7	119	119	119
Number Scoring 55–64	1	1	0	2	0	0	3	1	0
Number Scoring 65–84	49	36	42	2	4	4	51	40	46
Number Scoring 85–100	60	73	70	0	0	0	60	73	70
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade K–1)</b>						
Number Tested		6	3		1	0
Beginning		1	#		#	0
Intermediate		2	#		#	0
Advanced		2	#		#	0
Proficient		1	#		#	0
<b>Reading and Writing (Grade K–1)</b>						
Number Tested		6	3		1	0
Beginning		1	#		#	0
Intermediate		4	#		#	0
Advanced		0	#		#	0
Proficient		1	#		#	0
<b>Listening and Speaking (Grade 2–4)</b>						
Number Tested		5	6		0	0
Beginning		2	0		0	0
Intermediate		1	3		0	0
Advanced		2	2		0	0
Proficient		0	1		0	0
<b>Reading and Writing (Grade 2–4)</b>						
Number Tested		5	6		0	0
Beginning		2	3		0	0
Intermediate		2	0		0	0
Advanced		1	2		0	0
Proficient		0	1		0	0
<b>Listening and Speaking (Grade 5–6)</b>						
Number Tested		7	7		0	0
Beginning		0	3		0	0
Intermediate		2	1		0	0
Advanced		1	1		0	0
Proficient		4	2		0	0
<b>Reading and Writing (Grade 5–6)</b>						
Number Tested		7	7		0	0
Beginning		0	2		0	0
Intermediate		3	2		0	0
Advanced		3	2		0	0
Proficient		1	1		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)\*

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		2	6		0	0
Beginning		#	2		0	0
Intermediate		#	0		0	0
Advanced		#	3		0	0
Proficient		#	1		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		2	6		0	0
Beginning		#	2		0	0
Intermediate		#	2		0	0
Advanced		#	1		0	0
Proficient		#	1		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		3	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		3	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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 – L)