

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-10-12-02-0001

Grade Range : 7-12

Name: Mattituck Junior-Senior High School

Principal: James F. Mckenna

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	117	128	139
Eighth	114	110	133
Ninth	121	111	103
Tenth	97	122	115
Eleventh	128	95	114
Twelfth	108	122	95
Ungraded Secondary	0	0	4
Total K-12 Enrollment	685	688	703

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	0.7%	6	0.9%	5	0.7%
Black (Not Hispanic)	18	2.6%	16	2.3%	17	2.4%
Hispanic	8	1.2%	6	0.9%	9	1.3%
White (Not Hispanic)	654	95.5%	660	95.9%	672	95.6%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	18	22
Mathematics Grade 8	23	21	21
Science Grade 8	23	16	21
Social Studies Grade 8	22	17	22
English Grade 10	20	20	19
Mathematics Grade 10	15	29	17
Science Grade 10	16	22	17
Social Studies Grade 10	20	21	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
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	1.0%	6	0.9%	4	0.6%
Eligible for Free Lunch	0	0.0%	10	1.5%	17	2.4%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.9%		95.0%		94.2%
Student Suspensions	24	3.5%	51	7.4%	45	6.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	98%	99%

Staff Counts

Staff	2002–2003
Total Teachers	71
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	100	78	78%	106	81	76%	80	63	79%
Students with Disabilities	2	0	0%	6	2	33%	9	1	11%
All Students	102	78	76%	112	83	74%	89	64	72%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	58	19	0	5	4	3
Percent	65%	21%	0%	6%	4%	3%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
9	1	0	9

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			3		4	
	Entered GED Program*			0		0	
	Total Noncompleters			3		4	
Students with Disabilities	Dropped Out			2		3	
	Entered GED Program*			0		0	
	Total Noncompleters			2		3	
All Students	Dropped Out	11	2.4%	5	1.1%	7	1.6%
	Entered GED Program*	3	0.7%	0	0.0%	0	0.0%
	Total Noncompleters	14	3.1%	5	1.1%	7	1.6%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	25	100%	19	100%
German	56	100%	34	97%	15	93%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	51	86%	58	97%	67	99%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	1	#	1	#	1	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	2	#	2	#

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	1	#
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	1	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	5	80%	9	89%
Science	5	80%	5	60%	5	100%
Reading	5	80%	7	100%	5	80%
Writing	6	50%	6	83%	3	#
Global Studies	3	#	3	#	3	#
U.S. Hist & Gov't	4	#	5	80%	7	71%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	147	94	143	9	9	7
Number Scoring 55–100	142	85	138	4	6	4
Number Scoring 65–100	139	76	128	3	4	3
Number Scoring 85–100	58	38	69	1	0	0
Percentage of Tested Scoring 55–100	97%	90%	97%	44%	67%	57%
Percentage of Tested Scoring 65–100	95%	81%	90%	33%	44%	43%
Percentage of Tested Scoring 85–100	39%	40%	48%	11%	0%	0%
Mathematics A						
Number Tested	0	128	97	0	8	2
Number Scoring 55–100	0	118	96	0	5	#
Number Scoring 65–100	0	109	91	0	3	#
Number Scoring 85–100	0	56	33	0	1	#
Percentage of Tested Scoring 55–100	0%	92%	99%	0%	62%	#
Percentage of Tested Scoring 65–100	0%	85%	94%	0%	38%	#
Percentage of Tested Scoring 85–100	0%	44%	34%	0%	12%	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	81	0	0	0
Number Scoring 55–100	0	0	74	0	0	0
Number Scoring 65–100	0	0	63	0	0	0
Number Scoring 85–100	0	0	22	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	78%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	27%	0%	0%	0%
Global History and Geography						
Number Tested	103	127	117	9	11	6
Number Scoring 55–100	99	125	110	6	11	5
Number Scoring 65–100	89	118	105	4	8	2
Number Scoring 85–100	36	61	58	0	1	1
Percentage of Tested Scoring 55–100	96%	98%	94%	67%	100%	83%
Percentage of Tested Scoring 65–100	86%	93%	90%	44%	73%	33%
Percentage of Tested Scoring 85–100	35%	48%	50%	0%	9%	17%
U.S. History and Government (first administered June 2001)						
Number Tested	116	99	114	8	7	8
Number Scoring 55–100	108	94	112	5	6	7
Number Scoring 65–100	96	83	105	2	3	4
Number Scoring 85–100	51	31	56	1	0	0
Percentage of Tested Scoring 55–100	93%	95%	98%	62%	86%	88%
Percentage of Tested Scoring 65–100	83%	84%	92%	25%	43%	50%
Percentage of Tested Scoring 85–100	44%	31%	49%	12%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	86	113	88	4	10	3
Number Scoring 55–100	85	112	88	#	9	#
Number Scoring 65–100	81	109	86	#	7	#
Number Scoring 85–100	27	35	35	#	0	#
Percentage of Tested Scoring 55–100	99%	99%	100%	#	90%	#
Percentage of Tested Scoring 65–100	94%	96%	98%	#	70%	#
Percentage of Tested Scoring 85–100	31%	31%	40%	#	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	109	107	80	2	3	2
Number Scoring 55–100	107	107	80	#	#	#
Number Scoring 65–100	105	106	79	#	#	#
Number Scoring 85–100	53	54	47	#	#	#
Percentage of Tested Scoring 55–100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	96%	99%	99%	#	#	#
Percentage of Tested Scoring 85–100	49%	50%	59%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		56	107		1	1
Number Scoring 55–100		55	103		#	#
Number Scoring 65–100		44	85		#	#
Number Scoring 85–100		9	12		#	#
Percentage of Tested Scoring 55–100		98%	96%		#	#
Percentage of Tested Scoring 65–100		79%	79%		#	#
Percentage of Tested Scoring 85–100		16%	11%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	1	0	6	0	0	0
Number Scoring 55–100	#	0	6	0	0	0
Number Scoring 65–100	#	0	6	0	0	0
Number Scoring 85–100	#	0	4	0	0	0
Percentage of Tested Scoring 55–100	#	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	67%	0%	0%	0%
Comprehensive Italian						
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 German						
Number Tested	32	52	11	0	0	0
Number Scoring 55–100	32	52	11	0	0	0
Number Scoring 65–100	32	51	11	0	0	0
Number Scoring 85–100	20	23	11	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	44%	100%	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	39	42	7	0	0	1
Number Scoring 55–100	39	41	7	0	0	#
Number Scoring 65–100	38	35	7	0	0	#
Number Scoring 85–100	17	14	2	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	83%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	44%	33%	29%	0%	0%	#
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	94	6	0	3	0	0
Number Scoring 55–100	85	2	0	#	0	0
Number Scoring 65–100	79	2	0	#	0	0
Number Scoring 85–100	38	0	0	#	0	0
Percentage of Tested Scoring 55–100	90%	33%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	84%	33%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	40%	0%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	87	78	1	1	3	0
Number Scoring 55–100	80	72	#	#	#	0
Number Scoring 65–100	79	70	#	#	#	0
Number Scoring 85–100	48	38	#	#	#	0
Percentage of Tested Scoring 55–100	92%	92%	#	#	#	0%
Percentage of Tested Scoring 65–100	91%	90%	#	#	#	0%
Percentage of Tested Scoring 85–100	55%	49%	#	#	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	12	100%	15	100%	7	86%
Students with Disabilities	1	#	4	#	6	100%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	118	0%	14%	75%	10%
	Students with Disabilities	10	0%	50%	50%	0%
	All Students	128	0%	17%	73%	9%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	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

1999 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	80	80	80	9	9	9	89	89	89
Number Scoring 55–64	4	5	0	3	2	2	7	7	2
Number Scoring 65–84	43	43	48	5	5	4	48	48	52
Number Scoring 85–100	32	29	31	0	0	1	32	29	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)