

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-26-03-0006  
 Name: Island Trees High School  
 Principal: Victor Longaro

Grade Range : 9-12

## 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	0	0	0
Eighth	0	0	0
Ninth	195	238	242
Tenth	155	182	229
Eleventh	157	152	174
Twelfth	155	156	157
Ungraded Secondary	0	0	0
Total K-12 Enrollment	662	728	802

## 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	19	2.9%	19	2.6%	27	3.4%
Black (Not Hispanic)	1	0.2%	3	0.4%	3	0.4%
Hispanic	51	7.7%	64	8.8%	64	8.0%
White (Not Hispanic)	591	89.3%	642	88.2%	708	88.3%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	20	22
Mathematics Grade 10	16	18	27
Science Grade 10	19	19	20
Social Studies Grade 10	20	18	17

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower 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	3	0.4%	7	1.0%	9	1.1%
Eligible for Free Lunch	16	2.4%	34	4.7%	35	4.4%

### 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		95.6%		95.4%		95.3%
Student Suspensions	42	6.4%	28	4.2%	25	3.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.9%	3.3%	2.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	100%	96%

### Staff Counts

Staff	2002–2003
Total Teachers	65
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

\*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	141	103	73%	121	97	80%	135	89	66%
Students with Disabilities	7	0	0%	14	0	0%	12	2	17%
All Students	148	103	70%	135	97	72%	147	91	62%

\*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	94	39	2	5	2	5
Percent	64%	27%	1%	3%	1%	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)
12	2	0	12

\*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			4		3	
	Entered GED Program*			6		1	
	Total Noncompleters			10		4	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			1		2	
	Total Noncompleters			1		5	
All Students	Dropped Out	3	0.5%	4	0.5%	6	0.7%
	Entered GED Program*	6	0.9%	7	1.0%	3	0.4%
	Total Noncompleters	9	1.4%	11	1.5%	9	1.1%

\*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		651	730
	Number of Students with Disabilities		77	72
	Number of All Students		728	802
	Percent of Enrollment		100%	100%

## 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%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	19	84%	0	0%

### 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	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	3	#	0	0%

(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	0	0%	1	#	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	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	93%	9	89%	6	67%
Science	0	0%	2	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	5	40%	3	#	9	89%
U.S. Hist & Gov't	3	#	2	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	186	148	184	17	13	16
Number Scoring 55–100	184	144	178	16	10	13
Number Scoring 65–100	178	131	167	12	8	8
Number Scoring 85–100	79	64	77	0	0	1
Percentage of Tested Scoring 55–100	99%	97%	97%	94%	77%	81%
Percentage of Tested Scoring 65–100	96%	89%	91%	71%	62%	50%
Percentage of Tested Scoring 85–100	42%	43%	42%	0%	0%	6%
<b>Mathematics A</b>						
Number Tested	0	171	188	0	13	7
Number Scoring 55–100	0	158	169	0	7	4
Number Scoring 65–100	0	143	154	0	5	3
Number Scoring 85–100	0	61	40	0	0	0
Percentage of Tested Scoring 55–100	0%	92%	90%	0%	54%	57%
Percentage of Tested Scoring 65–100	0%	84%	82%	0%	38%	43%
Percentage of Tested Scoring 85–100	0%	36%	21%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	117	0	0	0
Number Scoring 55–100	0	0	113	0	0	0
Number Scoring 65–100	0	0	101	0	0	0
Number Scoring 85–100	0	0	20	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	168	185	226	13	20	22
Number Scoring 55–100	168	180	217	13	19	19
Number Scoring 65–100	159	170	193	10	14	14
Number Scoring 85–100	53	53	83	1	1	2
Percentage of Tested Scoring 55–100	100%	97%	96%	100%	95%	86%
Percentage of Tested Scoring 65–100	95%	92%	85%	77%	70%	64%
Percentage of Tested Scoring 85–100	32%	29%	37%	8%	5%	9%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	147	159	190	16	14	16
Number Scoring 55–100	142	157	188	14	13	15
Number Scoring 65–100	130	138	185	12	8	13
Number Scoring 85–100	61	40	85	0	0	2
Percentage of Tested Scoring 55–100	97%	99%	99%	88%	93%	94%
Percentage of Tested Scoring 65–100	88%	87%	97%	75%	57%	81%
Percentage of Tested Scoring 85–100	41%	25%	45%	0%	0%	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	155	192	176	11	20	18
Number Scoring 55–100	155	192	175	11	20	17
Number Scoring 65–100	153	190	172	9	19	15
Number Scoring 85–100	43	69	71	0	2	1
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	94%
Percentage of Tested Scoring 65–100	99%	99%	98%	82%	95%	83%
Percentage of Tested Scoring 85–100	28%	36%	40%	0%	10%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	89	134	159	1	6	5
Number Scoring 55–100	86	128	157	#	5	5
Number Scoring 65–100	82	119	152	#	5	4
Number Scoring 85–100	22	27	47	#	1	0
Percentage of Tested Scoring 55–100	97%	96%	99%	#	83%	100%
Percentage of Tested Scoring 65–100	92%	89%	96%	#	83%	80%
Percentage of Tested Scoring 85–100	25%	20%	30%	#	17%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		122	155		2	2
Number Scoring 55–100		115	153		#	#
Number Scoring 65–100		90	130		#	#
Number Scoring 85–100		9	26		#	#
Percentage of Tested Scoring 55–100		94%	99%		#	#
Percentage of Tested Scoring 65–100		74%	84%		#	#
Percentage of Tested Scoring 85–100		7%	17%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	21	34	28	0	1	1
Number Scoring 55–100	20	33	28	0	#	#
Number Scoring 65–100	20	27	27	0	#	#
Number Scoring 85–100	6	9	18	0	#	#
Percentage of Tested Scoring 55–100	95%	97%	100%	0%	#	#
Percentage of Tested Scoring 65–100	95%	79%	96%	0%	#	#
Percentage of Tested Scoring 85–100	29%	26%	64%	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	79	103	124	0	3	2
Number Scoring 55–100	79	101	123	0	#	#
Number Scoring 65–100	78	97	122	0	#	#
Number Scoring 85–100	38	35	98	0	#	#
Percentage of Tested Scoring 55–100	100%	98%	99%	0%	#	#
Percentage of Tested Scoring 65–100	99%	94%	98%	0%	#	#
Percentage of Tested Scoring 85–100	48%	34%	79%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	126	49	11	3	7	0
Number Scoring 55–100	122	41	7	#	6	0
Number Scoring 65–100	111	23	6	#	3	0
Number Scoring 85–100	55	5	0	#	0	0
Percentage of Tested Scoring 55–100	97%	84%	64%	#	86%	0%
Percentage of Tested Scoring 65–100	88%	47%	55%	#	43%	0%
Percentage of Tested Scoring 85–100	44%	10%	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	130	102	34	4	0	1
Number Scoring 55–100	116	92	22	#	0	#
Number Scoring 65–100	106	86	18	#	0	#
Number Scoring 85–100	50	45	0	#	0	#
Percentage of Tested Scoring 55–100	89%	90%	65%	#	0%	#
Percentage of Tested Scoring 65–100	82%	84%	53%	#	0%	#
Percentage of Tested Scoring 85–100	38%	44%	0%	#	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	3	#	5	100%	11	91%
Students with Disabilities	0	0%	5	100%	2	#

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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
<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

## 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	136	136	136	12	12	12	148	148	148
Number Scoring 55–64	1	5	1	2	3	2	3	8	3
Number Scoring 65–84	76	90	88	8	6	8	84	96	96
Number Scoring 85–100	55	38	44	1	1	1	56	39	45
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)