

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-11-06-0016

Grade Range : 9-12

Name: Centereach High School

Principal: Alene Abrams

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	351	445	439
Tenth	351	421	413
Eleventh	304	364	360
Twelfth	318	342	352
Ungraded Secondary	152	132	15
Total K-12 Enrollment	1476	1704	1579

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	41	2.8%	53	3.1%	44	2.8%
Black (Not Hispanic)	39	2.6%	35	2.1%	37	2.3%
Hispanic	98	6.6%	116	6.8%	105	6.6%
White (Not Hispanic)	1298	87.9%	1500	88.0%	1393	88.2%

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	25	26	26
Mathematics Grade 10	24	21	22
Science Grade 10	27	23	22
Social Studies Grade 10	26	26	26

(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	13	0.9%	31	1.8%	30	1.9%
Eligible for Free Lunch	73	5.0%	78	4.6%	78	4.9%

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		93.0%		93.0%		92.2%
Student Suspensions	169	11.4%	90	6.1%	92	5.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.5%	2.7%	3.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	98%	90%

Staff Counts

Staff	2002–2003
Total Teachers	123
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	11
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	306	165	54%	302	156	52%	316	173	55%
Students with Disabilities	18	2	11%	25	0	0%	31	1	3%
All Students	324	167	52%	327	156	48%	347	174	50%

*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	124	173	10	5	35	0
Percent	36%	50%	3%	1%	10%	0%

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)
31	1	6	37

*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			6		19	
	Entered GED Program*			2		1	
	Total Noncompleters			8		20	
Students with Disabilities	Dropped Out			10		3	
	Entered GED Program*			0		0	
	Total Noncompleters			10		3	
All Students	Dropped Out	55	3.7%	16	0.9%	22	1.4%
	Entered GED Program*	0	0.0%	2	0.1%	1	0.1%
	Total Noncompleters	55	3.7%	18	1.1%	23	1.5%

*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		48	0
	Number of Students with Disabilities		12	0
	Number of All Students		60	0
	Percent of Enrollment		4%	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	27	96%	25	84%	0	0%
German	0	0%	0	0%	0	0%
Italian	61	87%	58	95%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	164	90%	232	92%	229	97%

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	3	#	3	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	15	73%	25	44%	27	78%

(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	6	83%	6	50%	6	100%
Science	9	89%	6	0%	4	#
Reading	3	#	3	#	5	80%
Writing	4	#	3	#	4	#
Global Studies	20	45%	2	#	3	#
U.S. Hist & Gov't	30	53%	4	#	9	56%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	71	83%	16	19%	25	88%
Science	18	50%	8	38%	31	48%
Reading	10	100%	14	43%	21	90%
Writing	12	92%	15	27%	23	96%
Global Studies	42	21%	8	50%	32	34%
U.S. Hist & Gov't	41	34%	11	18%	22	32%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	347	361	382	46	46	37
Number Scoring 55–100	317	306	332	24	16	18
Number Scoring 65–100	286	254	301	8	6	13
Number Scoring 85–100	45	86	114	0	0	0
Percentage of Tested Scoring 55–100	91%	85%	87%	52%	35%	49%
Percentage of Tested Scoring 65–100	82%	70%	79%	17%	13%	35%
Percentage of Tested Scoring 85–100	13%	24%	30%	0%	0%	0%
Mathematics A						
Number Tested	0	243	329	0	9	7
Number Scoring 55–100	0	194	289	0	5	3
Number Scoring 65–100	0	157	246	0	2	2
Number Scoring 85–100	0	65	51	0	0	0
Percentage of Tested Scoring 55–100	0%	80%	88%	0%	56%	43%
Percentage of Tested Scoring 65–100	0%	65%	75%	0%	22%	29%
Percentage of Tested Scoring 85–100	0%	27%	16%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	103	0	0	1
Number Scoring 55–100	0	0	90	0	0	#
Number Scoring 65–100	0	0	79	0	0	#
Number Scoring 85–100	0	0	21	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	87%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	77%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	20%	0%	0%	#
Global History and Geography						
Number Tested	407	403	468	74	53	73
Number Scoring 55–100	372	368	397	54	41	38
Number Scoring 65–100	317	307	354	30	14	24
Number Scoring 85–100	101	68	138	3	0	2
Percentage of Tested Scoring 55–100	91%	91%	85%	73%	77%	52%
Percentage of Tested Scoring 65–100	78%	76%	76%	41%	26%	33%
Percentage of Tested Scoring 85–100	25%	17%	29%	4%	0%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	370	405	398	43	63	42
Number Scoring 55–100	297	346	355	15	35	32
Number Scoring 65–100	240	258	306	6	11	21
Number Scoring 85–100	95	73	117	0	0	0
Percentage of Tested Scoring 55–100	80%	85%	89%	35%	56%	76%
Percentage of Tested Scoring 65–100	65%	64%	77%	14%	17%	50%
Percentage of Tested Scoring 85–100	26%	18%	29%	0%	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	497	514	501	46	42	63
Number Scoring 55–100	478	497	452	38	32	39
Number Scoring 65–100	427	466	410	15	20	29
Number Scoring 85–100	46	135	83	0	0	0
Percentage of Tested Scoring 55–100	96%	97%	90%	83%	76%	62%
Percentage of Tested Scoring 65–100	86%	91%	82%	33%	48%	46%
Percentage of Tested Scoring 85–100	9%	26%	17%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	80	169	260	0	6	3
Number Scoring 55–100	79	166	250	0	5	#
Number Scoring 65–100	77	158	235	0	4	#
Number Scoring 85–100	32	56	125	0	0	#
Percentage of Tested Scoring 55–100	99%	98%	96%	0%	83%	#
Percentage of Tested Scoring 65–100	96%	93%	90%	0%	67%	#
Percentage of Tested Scoring 85–100	40%	33%	48%	0%	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		177	179		0	1
Number Scoring 55–100		172	164		0	#
Number Scoring 65–100		149	129		0	#
Number Scoring 85–100		18	18		0	#
Percentage of Tested Scoring 55–100		97%	92%		0%	#
Percentage of Tested Scoring 65–100		84%	72%		0%	#
Percentage of Tested Scoring 85–100		10%	10%		0%	#
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	17	20	0	0	0	0
Number Scoring 55–100	17	20	0	0	0	0
Number Scoring 65–100	17	20	0	0	0	0
Number Scoring 85–100	10	6	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	59%	30%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	43	54	3	0	0	0
Number Scoring 55–100	43	53	#	0	0	0
Number Scoring 65–100	40	49	#	0	0	0
Number Scoring 85–100	24	20	#	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	91%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	37%	#	0%	0%	0%
Comprehensive German						
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 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	117	197	14	1	13	2
Number Scoring 55–100	114	190	12	#	11	#
Number Scoring 65–100	111	179	9	#	10	#
Number Scoring 85–100	59	86	5	#	7	#
Percentage of Tested Scoring 55–100	97%	96%	86%	#	85%	#
Percentage of Tested Scoring 65–100	95%	91%	64%	#	77%	#
Percentage of Tested Scoring 85–100	50%	44%	36%	#	54%	#
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	291	82	15	0	4	0
Number Scoring 55–100	214	57	12	0	#	0
Number Scoring 65–100	164	37	9	0	#	0
Number Scoring 85–100	51	2	0	0	#	0
Percentage of Tested Scoring 55–100	74%	70%	80%	0%	#	0%
Percentage of Tested Scoring 65–100	56%	45%	60%	0%	#	0%
Percentage of Tested Scoring 85–100	18%	2%	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	202	185	11	0	1	0
Number Scoring 55–100	160	169	8	0	#	0
Number Scoring 65–100	140	162	5	0	#	0
Number Scoring 85–100	60	71	0	0	#	0
Percentage of Tested Scoring 55–100	79%	91%	73%	0%	#	0%
Percentage of Tested Scoring 65–100	69%	88%	45%	0%	#	0%
Percentage of Tested Scoring 85–100	30%	38%	0%	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	133	92%	145	90%	170	96%
Students with Disabilities	59	69%	57	58%	57	51%

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	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
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	323	323	323	38	38	38	361	361	361
Number Scoring 55–64	29	53	25	12	14	17	41	67	42
Number Scoring 65–84	186	167	179	17	6	11	203	173	190
Number Scoring 85–100	96	70	106	2	0	0	98	70	106
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)