

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-05-02-02-0001

Grade Range : 9-12

Name: Islip High School

Principal: Ross Goldin

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	248	294	304
Tenth	222	232	274
Eleventh	190	201	223
Twelfth	169	221	215
Ungraded Secondary	36	43	0
Total K-12 Enrollment	865	991	1016

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	1	0.1%	17	1.7%	23	2.3%
Black (Not Hispanic)	41	4.7%	40	4.0%	41	4.0%
Hispanic	73	8.4%	67	6.8%	66	6.5%
White (Not Hispanic)	750	86.7%	867	87.5%	886	87.2%

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	23	23	23
Mathematics Grade 10	20	19	17
Science Grade 10	20	23	25
Social Studies Grade 10	23	23	22

(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
50	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 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	18	2.1%	14	1.4%	15	1.5%
Eligible for Free Lunch	44	5.1%	43	4.3%	89	8.8%

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		95.3%		95.1%		93.0%
Student Suspensions	88	9.7%	54	6.2%	36	3.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.6%	1.7%	4.9%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	106%	100%	99%

Staff Counts

Staff	2002–2003
Total Teachers	83
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	2

*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	159	111	70%	186	138	74%	180	145	81%
Students with Disabilities	13	2	15%	17	2	12%	18	0	0%
All Students	172	113	66%	203	140	69%	198	145	73%

*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	123	56	6	2	9	2
Percent	62%	28%	3%	1%	5%	1%

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)
18	0	4	22

*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			29		11	
	Entered GED Program*			0		1	
	Total Noncompleters			29		12	
Students with Disabilities	Dropped Out			2		5	
	Entered GED Program*			0		0	
	Total Noncompleters			2		5	
All Students	Dropped Out	9	1.0%	31	3.1%	16	1.6%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.1%
	Total Noncompleters	9	1.0%	31	3.1%	17	1.7%

*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		45	50
	Number of Students with Disabilities		5	10
	Number of All Students		50	60
	Percent of Enrollment		5%	6%

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%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	43	100%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	3	#	74	100%

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%	2	#	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	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	2	#	4	#	0	0%
Science	0	0%	2	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	15	73%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	38	82%	10	70%	56	62%
Science	18	50%	7	29%	48	44%
Reading	12	92%	4	#	12	58%
Writing	10	100%	5	100%	11	91%
Global Studies	10	60%	2	#	19	63%
U.S. Hist & Gov't	7	71%	3	#	8	75%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	223	216	224	18	15	19
Number Scoring 55–100	210	212	217	13	12	16
Number Scoring 65–100	184	184	206	6	5	13
Number Scoring 85–100	56	68	100	1	0	1
Percentage of Tested Scoring 55–100	94%	98%	97%	72%	80%	84%
Percentage of Tested Scoring 65–100	83%	85%	92%	33%	33%	68%
Percentage of Tested Scoring 85–100	25%	31%	45%	6%	0%	5%
Mathematics A						
Number Tested	0	2	257	0	0	22
Number Scoring 55–100	0	#	231	0	0	20
Number Scoring 65–100	0	#	211	0	0	15
Number Scoring 85–100	0	#	49	0	0	0
Percentage of Tested Scoring 55–100	0%	#	90%	0%	0%	91%
Percentage of Tested Scoring 65–100	0%	#	82%	0%	0%	68%
Percentage of Tested Scoring 85–100	0%	#	19%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	224	238	274	19	21	28
Number Scoring 55–100	217	233	264	16	18	21
Number Scoring 65–100	213	219	258	13	15	20
Number Scoring 85–100	101	78	130	4	0	1
Percentage of Tested Scoring 55–100	97%	98%	96%	84%	86%	75%
Percentage of Tested Scoring 65–100	95%	92%	94%	68%	71%	71%
Percentage of Tested Scoring 85–100	45%	33%	47%	21%	0%	4%
U.S. History and Government (first administered June 2001)						
Number Tested	207	214	228	15	19	13
Number Scoring 55–100	202	208	225	15	17	13
Number Scoring 65–100	199	192	224	15	15	13
Number Scoring 85–100	121	81	126	3	3	3
Percentage of Tested Scoring 55–100	98%	97%	99%	100%	89%	100%
Percentage of Tested Scoring 65–100	96%	90%	98%	100%	79%	100%
Percentage of Tested Scoring 85–100	58%	38%	55%	20%	16%	23%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	336	271	272	26	26	29
Number Scoring 55–100	330	267	262	22	25	24
Number Scoring 65–100	317	258	238	19	23	15
Number Scoring 85–100	75	85	51	1	3	0
Percentage of Tested Scoring 55–100	98%	99%	96%	85%	96%	83%
Percentage of Tested Scoring 65–100	94%	95%	88%	73%	88%	52%
Percentage of Tested Scoring 85–100	22%	31%	19%	4%	12%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	86	166	193	9	13	19
Number Scoring 55–100	81	159	182	9	12	18
Number Scoring 65–100	74	151	167	7	11	15
Number Scoring 85–100	27	51	76	0	2	5
Percentage of Tested Scoring 55–100	94%	96%	94%	100%	92%	95%
Percentage of Tested Scoring 65–100	86%	91%	87%	78%	85%	79%
Percentage of Tested Scoring 85–100	31%	31%	39%	0%	15%	26%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		143	213		0	4
Number Scoring 55–100		131	180		0	#
Number Scoring 65–100		96	145		0	#
Number Scoring 85–100		16	27		0	#
Percentage of Tested Scoring 55–100		92%	85%		0%	#
Percentage of Tested Scoring 65–100		67%	68%		0%	#
Percentage of Tested Scoring 85–100		11%	13%		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	32	1	0	0	0	0
Number Scoring 55–100	32	#	0	0	0	0
Number Scoring 65–100	32	#	0	0	0	0
Number Scoring 85–100	16	#	0	0	0	0
Percentage of Tested Scoring 55–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	#	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	1	0	29	0	0	1
Number Scoring 55–100	#	0	29	0	0	#
Number Scoring 65–100	#	0	29	0	0	#
Number Scoring 85–100	#	0	15	0	0	#
Percentage of Tested Scoring 55–100	#	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	#	0%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	#	0%	52%	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	127	165	160	0	0	3
Number Scoring 55–100	127	165	160	0	0	#
Number Scoring 65–100	127	165	160	0	0	#
Number Scoring 85–100	80	125	114	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	63%	76%	71%	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	250	258	64	16	13	3
Number Scoring 55–100	194	198	53	11	9	#
Number Scoring 65–100	175	176	42	7	7	#
Number Scoring 85–100	69	62	8	0	0	#
Percentage of Tested Scoring 55–100	78%	77%	83%	69%	69%	#
Percentage of Tested Scoring 65–100	70%	68%	66%	44%	54%	#
Percentage of Tested Scoring 85–100	28%	24%	12%	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	150	168	200	0	1	4
Number Scoring 55–100	143	149	173	0	#	#
Number Scoring 65–100	135	137	145	0	#	#
Number Scoring 85–100	54	55	47	0	#	#
Percentage of Tested Scoring 55–100	95%	89%	86%	0%	#	#
Percentage of Tested Scoring 65–100	90%	82%	72%	0%	#	#
Percentage of Tested Scoring 85–100	36%	33%	23%	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	70	100%	40	98%	61	100%
Students with Disabilities	9	78%	13	92%	14	64%

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	192	192	192	20	20	20	212	212	212
Number Scoring 55–64	4	5	5	1	2	2	5	7	7
Number Scoring 65–84	92	99	104	8	8	9	100	107	113
Number Scoring 85–100	93	76	82	2	1	0	95	77	82
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)