

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-05-09-03-0012

Grade Range : 9-12

Name: West Islip Senior High School

Principal: Kenneth Hartill

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	398	419	440
Tenth	369	398	413
Eleventh	344	364	374
Twelfth	354	368	366
Ungraded Secondary	15	0	12
Total K-12 Enrollment	1480	1549	1605

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	1.3%	9	0.6%	9	0.6%
Black (Not Hispanic)	2	0.1%	3	0.2%	5	0.3%
Hispanic	23	1.6%	20	1.3%	20	1.2%
White (Not Hispanic)	1436	97.0%	1517	97.9%	1571	97.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	16	19
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	19	24	25
Mathematics Grade 10	26	22	25
Science Grade 10	19	21	22
Social Studies Grade 10	21	23	25

(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
52	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 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	5	0.3%	6	0.4%	3	0.2%
Eligible for Free Lunch	29	2.0%	19	1.2%	21	1.3%

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		93.7%		93.2%		94.8%
Student Suspensions	120	8.6%	140	9.5%	124	8.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.6%	0.7%	1.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	97%	99%

Staff Counts

Staff	2002–2003
Total Teachers	117
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	227	74%	269	201	75%	318	246	77%
Students with Disabilities	20	3	15%	33	5	15%	21	2	10%
All Students	326	230	71%	302	206	68%	339	248	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	200	109	4	9	15	2
Percent	59%	32%	1%	3%	4%	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)
21	2	3	24

*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			5		10	
	Entered GED Program*			0		0	
	Total Noncompleters			5		10	
Students with Disabilities	Dropped Out			2		5	
	Entered GED Program*			0		0	
	Total Noncompleters			2		5	
All Students	Dropped Out	12	0.8%	7	0.5%	15	0.9%
	Entered GED Program*	1	0.1%	0	0.0%	0	0.0%
	Total Noncompleters	13	0.9%	7	0.5%	15	0.9%

*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		224	218
	Number of Students with Disabilities		195	146
	Number of All Students		419	364
	Percent of Enrollment		27%	23%

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%	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	13	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%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	0	0%	1	#

(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	#	17	94%
Science	0	0%	0	0%	5	20%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	0	0%	6	67%
U.S. Hist & Gov't	2	#	0	0%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	47	79%	36	89%	40	90%
Science	5	40%	32	78%	19	58%
Reading	39	95%	11	100%	19	89%
Writing	36	86%	11	91%	16	81%
Global Studies	11	36%	22	32%	28	57%
U.S. Hist & Gov't	13	46%	13	69%	9	67%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	346	335	368	45	15	35
Number Scoring 55–100	330	330	350	33	14	25
Number Scoring 65–100	314	319	334	25	9	17
Number Scoring 85–100	144	197	207	1	3	2
Percentage of Tested Scoring 55–100	95%	99%	95%	73%	93%	71%
Percentage of Tested Scoring 65–100	91%	95%	91%	56%	60%	49%
Percentage of Tested Scoring 85–100	42%	59%	56%	2%	20%	6%
Mathematics A						
Number Tested	0	385	599	0	35	65
Number Scoring 55–100	0	312	474	0	12	21
Number Scoring 65–100	0	263	408	0	7	13
Number Scoring 85–100	0	70	136	0	0	1
Percentage of Tested Scoring 55–100	0%	81%	79%	0%	34%	32%
Percentage of Tested Scoring 65–100	0%	68%	68%	0%	20%	20%
Percentage of Tested Scoring 85–100	0%	18%	23%	0%	0%	2%
Mathematics B (first administered June 2001)						
Number Tested	0	0	54	0	0	0
Number Scoring 55–100	0	0	53	0	0	0
Number Scoring 65–100	0	0	51	0	0	0
Number Scoring 85–100	0	0	18	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	33%	0%	0%	0%
Global History and Geography						
Number Tested	363	373	434	33	36	51
Number Scoring 55–100	352	357	399	30	26	35
Number Scoring 65–100	338	339	377	27	19	26
Number Scoring 85–100	174	132	197	2	2	4
Percentage of Tested Scoring 55–100	97%	96%	92%	91%	72%	69%
Percentage of Tested Scoring 65–100	93%	91%	87%	82%	53%	51%
Percentage of Tested Scoring 85–100	48%	35%	45%	6%	6%	8%
U.S. History and Government (first administered June 2001)						
Number Tested	338	351	384	42	20	34
Number Scoring 55–100	301	333	375	34	14	30
Number Scoring 65–100	284	314	363	28	8	27
Number Scoring 85–100	139	146	205	4	0	3
Percentage of Tested Scoring 55–100	89%	95%	98%	81%	70%	88%
Percentage of Tested Scoring 65–100	84%	89%	95%	67%	40%	79%
Percentage of Tested Scoring 85–100	41%	42%	53%	10%	0%	9%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	300	327	414	13	17	42
Number Scoring 55–100	297	321	410	13	17	38
Number Scoring 65–100	295	315	390	12	15	29
Number Scoring 85–100	104	117	157	0	1	2
Percentage of Tested Scoring 55–100	99%	98%	99%	100%	100%	90%
Percentage of Tested Scoring 65–100	98%	96%	94%	92%	88%	69%
Percentage of Tested Scoring 85–100	35%	36%	38%	0%	6%	5%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	262	359	384	34	57	39
Number Scoring 55–100	246	341	361	27	48	27
Number Scoring 65–100	218	308	330	17	35	20
Number Scoring 85–100	73	61	120	2	2	1
Percentage of Tested Scoring 55–100	94%	95%	94%	79%	84%	69%
Percentage of Tested Scoring 65–100	83%	86%	86%	50%	61%	51%
Percentage of Tested Scoring 85–100	28%	17%	31%	6%	4%	3%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		280	307		1	6
Number Scoring 55–100		266	287		#	4
Number Scoring 65–100		206	219		#	2
Number Scoring 85–100		29	35		#	0
Percentage of Tested Scoring 55–100		95%	93%		#	67%
Percentage of Tested Scoring 65–100		74%	71%		#	33%
Percentage of Tested Scoring 85–100		10%	11%		#	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	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 Italian						
Number Tested	59	51	66	0	0	0
Number Scoring 55–100	59	51	66	0	0	0
Number Scoring 65–100	58	49	62	0	0	0
Number Scoring 85–100	42	21	27	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	96%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	71%	41%	41%	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	250	250	241	9	3	1
Number Scoring 55–100	243	245	236	9	#	#
Number Scoring 65–100	241	240	231	9	#	#
Number Scoring 85–100	139	178	145	3	#	#
Percentage of Tested Scoring 55–100	97%	98%	98%	100%	#	#
Percentage of Tested Scoring 65–100	96%	96%	96%	100%	#	#
Percentage of Tested Scoring 85–100	56%	71%	60%	33%	#	#
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	407	116	72	21	17	16
Number Scoring 55–100	360	76	32	16	6	7
Number Scoring 65–100	323	51	26	15	4	6
Number Scoring 85–100	147	9	1	3	0	0
Percentage of Tested Scoring 55–100	88%	66%	44%	76%	35%	44%
Percentage of Tested Scoring 65–100	79%	44%	36%	71%	24%	38%
Percentage of Tested Scoring 85–100	36%	8%	1%	14%	0%	0%
Sequential Mathematics, Course III						
Number Tested	395	302	115	12	3	7
Number Scoring 55–100	340	268	56	10	#	3
Number Scoring 65–100	302	245	32	8	#	2
Number Scoring 85–100	137	117	3	2	#	0
Percentage of Tested Scoring 55–100	86%	89%	49%	83%	#	43%
Percentage of Tested Scoring 65–100	76%	81%	28%	67%	#	29%
Percentage of Tested Scoring 85–100	35%	39%	3%	17%	#	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	44	100%	27	100%	18	100%
Students with Disabilities	5	100%	7	100%	5	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	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	327	327	327	23	23	23	350	350	350
Number Scoring 55–64	7	12	13	2	5	5	9	17	18
Number Scoring 65–84	136	160	151	16	7	11	152	167	162
Number Scoring 85–100	169	145	149	0	0	0	169	145	149
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)