

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-26-03-0000  
 Name: Island Trees Union Free School District  
 Superintendent: James Parla

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	197	195	198
First	219	207	207
Second	202	231	206
Third	190	206	232
Fourth	211	198	201
Fifth	221	218	197
Sixth	240	224	218
Ungraded Elementary	24	11	0
Seventh	237	247	228
Eighth	227	239	241
Ninth	238	242	247
Tenth	182	229	231
Eleventh	152	174	212
Twelfth	156	157	177
Ungraded Secondary	0	5	0
Total K-12 Enrollment	2696	2783	2795

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	76	2.8%	101	3.6%	107	3.8%
Black (Not Hispanic)	9	0.3%	10	0.4%	11	0.4%
Hispanic	232	8.6%	220	7.9%	240	8.6%
White (Not Hispanic)	2379	88.2%	2452	88.1%	2437	87.2%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	23	20	20
Common Branch	21	22	23
English Grade 8	21	18	19
Mathematics Grade 8	21	23	23
Science Grade 8	20	20	21
Social Studies Grade 8	21	20	22
English Grade 10	20	22	21
Mathematics Grade 10	18	27	19
Science Grade 10	19	20	20
Social Studies Grade 10	18	17	19

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	29	1.1%	38	1.4%	49	1.8%
<b>Eligible for Free Lunch</b>	121	4.5%	153	5.5%	121	4.3%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		96.0%		95.7%		95.7%
<b>Student Suspensions</b>	40	1.5%	46	1.7%	62	2.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	2.5%	3.0%	2.2%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	227
Total Other Professional Staff	33
Total Paraprofessionals	50
Teaching Out of Certification*	2

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	125	98	78%	136	89	65%	162	125	77%
Students with Disabilities	15	0	0%	12	2	17%	13	3	23%
All Students	140	98	70%	148	91	61%	175	128	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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	96	64	1	4	7	3
Percent	55%	37%	1%	2%	4%	2%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
13	3	1	14

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	4		4		1	0.1%
	Entered GED Program*	6		1		3	0.4%
	Total Noncompleters	10		5		4	0.5%
<b>Students with Disabilities</b>	Dropped Out	0		3		1	1.0%
	Entered GED Program*	1		2		1	1.0%
	Total Noncompleters	1		5		2	1.9%
<b>All Students</b>	Dropped Out	4	0.5%	7	0.9%	2	0.2%
	Entered GED Program*	7	1.0%	3	0.4%	4	0.4%
	Total Noncompleters	11	1.5%	10	1.2%	6	0.7%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	213	187	178
	Number of Students with Disabilities	8	31	10
	Number of All Students	221	218	188
	Percent of Enrollment	50%	52%	47%
6-8	Number of General-Education Students	684	644	522
	Number of Students with Disabilities	34	66	82
	Number of All Students	718	710	604
	Percent of Enrollment	100%	100%	88%
9-12	Number of General-Education Students	651	730	75
	Number of Students with Disabilities	77	72	10
	Number of All Students	728	802	85
	Percent of Enrollment	100%	100%	10%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	30	100%	45	98%	64	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	191	97%	166	100%	141	96%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	16	88%	10	100%	6	100%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	1	#	3	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	89%	6	67%	2	#
Science	2	#	0	0%	3	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	3	#	9	89%	0	0%
U.S. Hist & Gov't	2	#	3	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	149	185	216	13	16	26
Number Scoring 55-100	145	179	211	10	13	22
Number Scoring 65-100	132	168	205	8	8	19
Number Scoring 85-100	64	77	108	0	1	0
Percentage of Tested Scoring 55-100	97%	97%	98%	77%	81%	85%
Percentage of Tested Scoring 65-100	89%	91%	95%	62%	50%	73%
Percentage of Tested Scoring 85-100	43%	42%	50%	0%	6%	0%
<b>Mathematics A</b>						
Number Tested	171	191	231	13	7	23
Number Scoring 55-100	158	171	222	7	4	19
Number Scoring 65-100	143	155	214	5	3	14
Number Scoring 85-100	61	40	93	0	0	0
Percentage of Tested Scoring 55-100	92%	90%	96%	54%	57%	83%
Percentage of Tested Scoring 65-100	84%	81%	93%	38%	43%	61%
Percentage of Tested Scoring 85-100	36%	21%	40%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	117	111	0	0	1
Number Scoring 55-100	0	113	98	0	0	#
Number Scoring 65-100	0	101	77	0	0	#
Number Scoring 85-100	0	20	30	0	0	#
Percentage of Tested Scoring 55-100	0%	97%	88%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	86%	69%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	17%	27%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	186	228	229	20	22	23
Number Scoring 55-100	180	218	222	19	19	20
Number Scoring 65-100	170	194	205	14	14	16
Number Scoring 85-100	53	83	89	1	2	1
Percentage of Tested Scoring 55-100	97%	96%	97%	95%	86%	87%
Percentage of Tested Scoring 65-100	91%	85%	90%	70%	64%	70%
Percentage of Tested Scoring 85-100	28%	36%	39%	5%	9%	4%
<b>U.S. History and Government</b>						
Number Tested	159	191	209	14	16	19
Number Scoring 55-100	157	188	200	13	15	17
Number Scoring 65-100	138	185	194	8	13	17
Number Scoring 85-100	40	85	108	0	2	1
Percentage of Tested Scoring 55-100	99%	98%	96%	93%	94%	89%
Percentage of Tested Scoring 65-100	87%	97%	93%	57%	81%	89%
Percentage of Tested Scoring 85-100	25%	45%	52%	0%	12%	5%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	193	176	238	20	18	21
Number Scoring 55-100	193	175	231	20	17	18
Number Scoring 65-100	190	172	225	19	15	18
Number Scoring 85-100	69	71	90	2	1	0
Percentage of Tested Scoring 55-100	100%	99%	97%	100%	94%	86%
Percentage of Tested Scoring 65-100	98%	98%	95%	95%	83%	86%
Percentage of Tested Scoring 85-100	36%	40%	38%	10%	6%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	173	207	201	6	5	15
Number Scoring 55-100	167	205	195	5	5	12
Number Scoring 65-100	158	199	181	5	4	11
Number Scoring 85-100	65	93	79	1	0	0
Percentage of Tested Scoring 55-100	97%	99%	97%	83%	100%	80%
Percentage of Tested Scoring 65-100	91%	96%	90%	83%	80%	73%
Percentage of Tested Scoring 85-100	38%	45%	39%	17%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	122	155	121	2	2	0
Number Scoring 55-100	115	153	116	#	#	0
Number Scoring 65-100	90	130	95	#	#	0
Number Scoring 85-100	9	26	18	#	#	0
Percentage of Tested Scoring 55-100	94%	99%	96%	#	#	0%
Percentage of Tested Scoring 65-100	74%	84%	79%	#	#	0%
Percentage of Tested Scoring 85-100	7%	17%	15%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	34	28	21	1	1	0
Number Scoring 55-100	33	28	21	#	#	0
Number Scoring 65-100	27	27	21	#	#	0
Number Scoring 85-100	9	18	19	#	#	0
Percentage of Tested Scoring 55-100	97%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	79%	96%	100%	#	#	0%
Percentage of Tested Scoring 85-100	26%	64%	90%	#	#	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	103	125	124	3	2	2
Number Scoring 55-100	101	124	124	#	#	#
Number Scoring 65-100	97	123	123	#	#	#
Number Scoring 85-100	35	99	87	#	#	#
Percentage of Tested Scoring 55-100	98%	99%	100%	#	#	#
Percentage of Tested Scoring 65-100	94%	98%	99%	#	#	#
Percentage of Tested Scoring 85-100	34%	79%	70%	#	#	#
<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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	102	34	0	0	1	0
Number Scoring 55-100	92	22	0	0	#	0
Number Scoring 65-100	86	18	0	0	#	0
Number Scoring 85-100	45	0	0	0	#	0
Percentage of Tested Scoring 55-100	90%	65%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	84%	53%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	44%	0%	0%	0%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	5	100%	11	91%	7	100%
Students with Disabilities	5	100%	2	#	5	100%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	180	1%	2%	54%	43%
	Students with Disabilities	17	18%	6%	59%	18%
	All Students	197	2%	3%	55%	41%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	218	0%	7%	64%	29%
	Students with Disabilities	17	6%	29%	59%	6%
	All Students	235	0%	9%	63%	28%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

## 2000 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	166	166	166	20	20	20	186	186	186
Number Scoring 55–64	4	0	1	5	2	1	9	2	2
Number Scoring 65–84	102	75	88	12	12	15	114	87	103
Number Scoring 85–100	50	82	74	1	1	2	51	83	76
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			19			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			6			0
Proficient (37-39)			9			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			19			0
Beginning (0-14)			2			0
Intermediate (15-24)			4			0
Advanced (25-32)			10			0
Proficient (33-35)			3			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			8			1
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			2			#
Proficient (37-39)			4			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			8			1
Beginning (0-14)			1			#
Intermediate (15-24)			5			#
Advanced (25-32)			1			#
Proficient (33-35)			1			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			5			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			3			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			7			1
Beginning (0-18)			2			#
Intermediate (19-31)			0			#
Advanced (32-36)			3			#
Proficient (37-39)			2			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			7			1
Beginning (0-14)			2			#
Intermediate (15-24)			1			#
Advanced (25-32)			4			#
Proficient (33-35)			0			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			12			1
Beginning (0-18)			1			#
Intermediate (19-31)			1			#
Advanced (32-36)			4			#
Proficient (37-39)			6			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			12			1
Beginning (0-14)			1			#
Intermediate (15-24)			2			#
Advanced (25-32)			7			#
Proficient (33-35)			2			#

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)