

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-26-03-0000

Name: Island Trees Union Free School District

Superintendent: Richard N. Segerdahl

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	218	197	195
First	209	219	207
Second	199	202	231
Third	207	190	206
Fourth	219	211	198
Fifth	240	221	218
Sixth	230	240	224
Ungraded Elementary	19	24	11
Seventh	224	237	247
Eighth	212	227	239
Ninth	195	238	242
Tenth	155	182	229
Eleventh	157	152	174
Twelfth	155	156	157
Ungraded Secondary	0	0	5
Total K-12 Enrollment	2639	2696	2783

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	74	2.8%	76	2.8%	101	3.6%
Black (Not Hispanic)	9	0.3%	9	0.3%	10	0.4%
Hispanic	197	7.5%	232	8.6%	220	7.9%
White (Not Hispanic)	2359	89.4%	2379	88.2%	2452	88.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	23	20
Common Branch	22	21	22
English Grade 8	22	21	18
Mathematics Grade 8	21	21	23
Science Grade 8	21	20	20
Social Studies Grade 8	22	21	20
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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	27	1.0%	29	1.1%	38	1.4%
Eligible for Free Lunch	139	5.7%	121	4.5%	153	5.5%

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		96.0%		96.0%		95.7%
Student Suspensions	49	1.9%	40	1.5%	46	1.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.4%	2.5%	2.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	225
Total Other Professional Staff	33
Total Paraprofessionals	53
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	141	103	73%	125	98	78%	136	89	65%
Students with Disabilities	7	0	0%	15	0	0%	12	2	17%
All Students	148	103	70%	140	98	70%	148	91	61%

*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	6
Percent	64%	26%	1%	3%	1%	4%

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	1	13

*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		4	
	Entered GED Program*			6		1	
	Total Noncompleters			10		5	
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%	7	0.9%
	Entered GED Program*	6	0.9%	7	1.0%	3	0.4%
	Total Noncompleters	9	1.4%	11	1.5%	10	1.2%

*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		213	187
	Number of Students with Disabilities		8	31
	Number of All Students		221	218
	Percent of Enrollment		50%	52%
6–8	Number of General-Education Students		684	644
	Number of Students with Disabilities		34	66
	Number of All Students		718	710
	Percent of Enrollment		100%	100%
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	34	100%	30	100%	45	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	148	95%	191	97%	166	100%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	12	67%	16	88%	10	100%

(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	#	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	0	0%	1	#	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
Comprehensive English						
Number Tested	186	149	185	17	13	16
Number Scoring 55–100	184	145	179	16	10	13
Number Scoring 65–100	178	132	168	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%
Mathematics A						
Number Tested	0	171	191	0	13	7
Number Scoring 55–100	0	158	171	0	7	4
Number Scoring 65–100	0	143	155	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%	81%	0%	38%	43%
Percentage of Tested Scoring 85–100	0%	36%	21%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	168	186	228	13	20	22
Number Scoring 55–100	168	180	218	13	19	19
Number Scoring 65–100	159	170	194	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%	91%	85%	77%	70%	64%
Percentage of Tested Scoring 85–100	32%	28%	36%	8%	5%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	147	159	191	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%	98%	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
Living Environment (first administered June 2001)						
Number Tested	155	193	176	11	20	18
Number Scoring 55–100	155	193	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%	98%	98%	82%	95%	83%
Percentage of Tested Scoring 85–100	28%	36%	40%	0%	10%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	148	173	207	1	6	5
Number Scoring 55–100	145	167	205	#	5	5
Number Scoring 65–100	141	158	199	#	5	4
Number Scoring 85–100	74	65	93	#	1	0
Percentage of Tested Scoring 55–100	98%	97%	99%	#	83%	100%
Percentage of Tested Scoring 65–100	95%	91%	96%	#	83%	80%
Percentage of Tested Scoring 85–100	50%	38%	45%	#	17%	0%
Physical Setting/Chemistry (first administered June 2002)						
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%		#	#
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	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%	#	#
Comprehensive Italian						
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 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	79	103	125	0	3	2
Number Scoring 55–100	79	101	124	0	#	#
Number Scoring 65–100	78	97	123	0	#	#
Number Scoring 85–100	38	35	99	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%	#	#
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	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%
Sequential Mathematics, Course III						
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
Nov 2002	General-Education Students	194	1%	4%	57%	38%
	Students with Disabilities	24	8%	13%	71%	8%
	All Students	218	1%	5%	59%	35%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	219	0%	6%	60%	34%
	Students with Disabilities	20	5%	25%	70%	0%
	All Students	239	0%	8%	61%	31%

(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	2	0	#	#	#	#
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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)