

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-05-09-03-0000

Name: West Islip Union Free School District

Superintendent: Dr. Beth V. Blau

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	403	472	406
First	459	451	488
Second	447	465	461
Third	500	435	479
Fourth	479	492	447
Fifth	479	482	494
Sixth	475	483	499
Ungraded Elementary	69	53	71
Seventh	483	467	477
Eighth	459	461	466
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	5733	5810	5893

## 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	66	1.2%	53	0.9%	65	1.1%
Black (Not Hispanic)	13	0.2%	12	0.2%	31	0.5%
Hispanic	98	1.7%	92	1.6%	95	1.6%
White (Not Hispanic)	5556	96.9%	5653	97.3%	5702	96.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	20	19
Common Branch	22	21	21
English Grade 8	22	20	20
Mathematics Grade 8	21	18	18
Science Grade 8	22	20	20
Social Studies Grade 8	23	20	20
English Grade 10	19	24	25
Mathematics Grade 10	26	22	25
Science Grade 10	20	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
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	24	0.4%	19	0.3%	17	0.3%
Eligible for Free Lunch	143	2.7%	109	1.9%	130	2.2%

### 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		95.2%		95.1%		95.8%
Student Suspensions	132	2.4%	175	3.0%	147	2.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.7%	1.6%	1.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	444
Total Other Professional Staff	56
Total Paraprofessionals	114
Teaching Out of Certification*	11
Teachers with Temporary Licenses	3

\*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%	23	2	9%
All Students	326	230	71%	302	206	68%	341	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	110	4	9	16	2
Percent	59%	32%	1%	3%	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)
23	2	4	27

\*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		6	
	Entered GED Program*			0		0	
	Total Noncompleters			2		6	
All Students	Dropped Out	12	0.8%	7	0.5%	16	1.0%
	Entered GED Program*	1	0.1%	0	0.0%	0	0.0%
	Total Noncompleters	13	0.9%	7	0.5%	16	1.0%

\*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		50%	45%
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		1151	1159
	Number of Students with Disabilities		184	196
	Number of All Students		1335	1355
	Percent of Enrollment		94%	93%
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%	2	#	29	100%
German	0	0%	0	0%	0	0%
Italian	75	91%	68	94%	52	98%
Latin	0	0%	0	0%	0	0%
Spanish	268	98%	276	96%	241	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	#	1	#	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	#	18	94%
Science	0	0%	0	0%	7	29%
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	0	0%	8	62%
U.S. Hist & Gov't	2	#	0	0%	4	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	47	79%	36	89%	46	89%
Science	5	40%	32	78%	23	61%
Reading	39	95%	11	100%	19	89%
Writing	36	86%	11	91%	17	76%
Global Studies	11	36%	22	32%	36	61%
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
<b>Comprehensive English</b>						
Number Tested	346	335	374	45	15	39
Number Scoring 55–100	330	330	353	33	14	28
Number Scoring 65–100	314	319	336	25	9	19
Number Scoring 85–100	144	197	207	1	3	2
Percentage of Tested Scoring 55–100	95%	99%	94%	73%	93%	72%
Percentage of Tested Scoring 65–100	91%	95%	90%	56%	60%	49%
Percentage of Tested Scoring 85–100	42%	59%	55%	2%	20%	5%
<b>Mathematics A</b>						
Number Tested	0	385	606	0	35	69
Number Scoring 55–100	0	312	477	0	12	23
Number Scoring 65–100	0	263	411	0	7	15
Number Scoring 85–100	0	70	136	0	0	1
Percentage of Tested Scoring 55–100	0%	81%	79%	0%	34%	33%
Percentage of Tested Scoring 65–100	0%	68%	68%	0%	20%	22%
Percentage of Tested Scoring 85–100	0%	18%	22%	0%	0%	1%
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	363	373	442	33	36	58
Number Scoring 55–100	352	357	402	30	26	38
Number Scoring 65–100	338	339	380	27	19	29
Number Scoring 85–100	174	132	197	2	2	4
Percentage of Tested Scoring 55–100	97%	96%	91%	91%	72%	66%
Percentage of Tested Scoring 65–100	93%	91%	86%	82%	53%	50%
Percentage of Tested Scoring 85–100	48%	35%	45%	6%	6%	7%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	338	351	390	42	20	37
Number Scoring 55–100	301	333	378	34	14	32
Number Scoring 65–100	284	314	366	28	8	29
Number Scoring 85–100	139	146	205	4	0	3
Percentage of Tested Scoring 55–100	89%	95%	97%	81%	70%	86%
Percentage of Tested Scoring 65–100	84%	89%	94%	67%	40%	78%
Percentage of Tested Scoring 85–100	41%	42%	53%	10%	0%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	300	327	418	13	17	46
Number Scoring 55–100	297	321	414	13	17	42
Number Scoring 65–100	295	315	394	12	15	33
Number Scoring 85–100	104	117	157	0	1	2
Percentage of Tested Scoring 55–100	99%	98%	99%	100%	100%	91%
Percentage of Tested Scoring 65–100	98%	96%	94%	92%	88%	72%
Percentage of Tested Scoring 85–100	35%	36%	38%	0%	6%	4%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	365	467	464	34	57	40
Number Scoring 55–100	349	449	439	27	48	27
Number Scoring 65–100	321	416	408	17	35	20
Number Scoring 85–100	163	162	198	2	2	1
Percentage of Tested Scoring 55–100	96%	96%	95%	79%	84%	68%
Percentage of Tested Scoring 65–100	88%	89%	88%	50%	61%	50%
Percentage of Tested Scoring 85–100	45%	35%	43%	6%	4%	3%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		280	308		1	6
Number Scoring 55–100		266	288		#	4
Number Scoring 65–100		206	220		#	2
Number Scoring 85–100		29	35		#	0
Percentage of Tested Scoring 55–100		95%	94%		#	67%
Percentage of Tested Scoring 65–100		74%	71%		#	33%
Percentage of Tested Scoring 85–100		10%	11%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</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 Italian</b>						
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%
<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	250	250	243	9	3	2
Number Scoring 55–100	243	245	238	9	#	#
Number Scoring 65–100	241	240	233	9	#	#
Number Scoring 85–100	139	178	146	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%	#	#
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	407	116	77	21	17	18
Number Scoring 55–100	360	76	37	16	6	9
Number Scoring 65–100	323	51	30	15	4	8
Number Scoring 85–100	147	9	1	3	0	0
Percentage of Tested Scoring 55–100	88%	66%	48%	76%	35%	50%
Percentage of Tested Scoring 65–100	79%	44%	39%	71%	24%	44%
Percentage of Tested Scoring 85–100	36%	8%	1%	14%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	395	302	120	12	3	9
Number Scoring 55–100	340	268	60	10	#	4
Number Scoring 65–100	302	245	35	8	#	2
Number Scoring 85–100	137	117	4	2	#	0
Percentage of Tested Scoring 55–100	86%	89%	50%	83%	#	44%
Percentage of Tested Scoring 65–100	76%	81%	29%	67%	#	22%
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
<b>Nov 2002</b>	General-Education Students	464	0%	2%	63%	35%
	Students with Disabilities	39	13%	26%	62%	0%
	All Students	503	1%	4%	63%	32%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	407	0%	18%	58%	23%
	Students with Disabilities	61	2%	74%	23%	2%
	All Students	468	0%	25%	54%	21%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	24	24	24	351	351	351
Number Scoring 55–64	7	12	13	2	5	5	9	17	18
Number Scoring 65–84	136	160	151	16	8	12	152	168	163
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)