

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-05-13-03-0000

Name: Central Islip Union Free School District

Superintendent: Mark Schissler

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	135	131	140
Kindergarten	449	483	484
First	552	491	528
Second	468	523	489
Third	512	472	531
Fourth	483	482	515
Fifth	491	471	538
Sixth	435	471	530
Ungraded Elementary	275	240	0
Seventh	434	471	531
Eighth	415	388	504
Ninth	561	510	500
Tenth	360	387	563
Eleventh	365	332	406
Twelfth	267	312	369
Ungraded Secondary	343	373	0
Total K-12 Enrollment	6410	6406	6488

## 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	258	4.0%	303	4.7%	320	4.9%
Black (Not Hispanic)	2320	36.2%	2269	35.4%	2250	34.7%
Hispanic	2645	41.3%	2738	42.7%	2913	44.9%
White (Not Hispanic)	1187	18.5%	1096	17.1%	1005	15.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	21	17
Common Branch	22	22	23
English Grade 8	23	20	20
Mathematics Grade 8	21	21	26
Science Grade 8	23	21	24
Social Studies Grade 8	22	22	23
English Grade 10	18	16	15
Mathematics Grade 10	17	19	15
Science Grade 10	19	25	26
Social Studies Grade 10	21	21	18

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high 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	1015	15.5%	700	10.7%	1000	15.1%
Eligible for Free Lunch	2389	37.3%	2467	38.5%	2585	39.8%

### 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		92.3%		92.3%		92.6%
Student Suspensions	929	15.2%	870	13.6%	536	8.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.6%	15.7%	16.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	518
Total Other Professional Staff	60
Total Paraprofessionals	128
Teaching Out of Certification*	10
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	228	61	27%	241	57	24%	221	66	30%
Students with Disabilities	23	1	4%	37	5	14%	41	7	17%
All Students	251	62	25%	278	62	22%	262	73	28%

\*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	82	73	6	18	63	20
Percent	31%	28%	2%	7%	24%	8%

## 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)
41	7	21	62

\*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			22		45	
	Entered GED Program*			1		0	
	Total Noncompleters			23		45	
Students with Disabilities	Dropped Out			5		11	
	Entered GED Program*			1		0	
	Total Noncompleters			6		11	
All Students	Dropped Out	204	11.7%	27	1.5%	56	3.0%
	Entered GED Program*	0	0.0%	2	0.1%	0	0.0%
	Total Noncompleters	204	11.7%	29	1.6%	56	3.0%

\*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		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		62	135
	Number of Students with Disabilities		100	170
	Number of All Students		162	305
	Percent of Enrollment		9%	17%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	15	100%	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	76	100%	0	0%	0	0%

### 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	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	8	50%	62	32%	0	0%
Science	0	0%	71	28%	22	18%
Reading	0	0%	14	43%	19	74%
Writing	0	0%	17	41%	15	67%
Global Studies	0	0%	21	29%	17	47%
U.S. Hist & Gov't	0	0%	7	29%	19	42%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	107	36%	37	49%	150	54%
Science	15	47%	42	50%	114	24%
Reading	38	55%	9	78%	32	50%
Writing	113	84%	9	56%	33	73%
Global Studies	14	36%	14	14%	79	16%
U.S. Hist & Gov't	3	#	7	14%	32	22%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	298	293	331	165	49	62
Number Scoring 55–100	194	252	281	82	39	45
Number Scoring 65–100	144	196	265	61	27	42
Number Scoring 85–100	24	57	96	10	9	16
Percentage of Tested Scoring 55–100	65%	86%	85%	50%	80%	73%
Percentage of Tested Scoring 65–100	48%	67%	80%	37%	55%	68%
Percentage of Tested Scoring 85–100	8%	19%	29%	6%	18%	26%
<b>Mathematics A</b>						
Number Tested	0	1	329	0	0	49
Number Scoring 55–100	0	#	229	0	0	28
Number Scoring 65–100	0	#	171	0	0	16
Number Scoring 85–100	0	#	20	0	0	0
Percentage of Tested Scoring 55–100	0%	#	70%	0%	0%	57%
Percentage of Tested Scoring 65–100	0%	#	52%	0%	0%	33%
Percentage of Tested Scoring 85–100	0%	#	6%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	5	0	0	1
Number Scoring 55–100	0	0	4	0	0	#
Number Scoring 65–100	0	0	2	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	80%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	40%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	302	321	348	31	55	84
Number Scoring 55–100	236	254	249	9	41	46
Number Scoring 65–100	195	202	198	6	34	27
Number Scoring 85–100	28	34	42	0	7	4
Percentage of Tested Scoring 55–100	78%	79%	72%	29%	75%	55%
Percentage of Tested Scoring 65–100	65%	63%	57%	19%	62%	32%
Percentage of Tested Scoring 85–100	9%	11%	12%	0%	13%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	347	273	321	40	47	56
Number Scoring 55–100	263	242	294	7	41	47
Number Scoring 65–100	203	196	268	5	31	40
Number Scoring 85–100	45	34	87	0	4	18
Percentage of Tested Scoring 55–100	76%	89%	92%	17%	87%	84%
Percentage of Tested Scoring 65–100	59%	72%	83%	12%	66%	71%
Percentage of Tested Scoring 85–100	13%	12%	27%	0%	9%	32%

(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	0	239	391	0	34	61
Number Scoring 55–100	0	230	360	0	34	52
Number Scoring 65–100	0	217	310	0	32	38
Number Scoring 85–100	0	42	33	0	3	2
Percentage of Tested Scoring 55–100	0%	96%	92%	0%	100%	85%
Percentage of Tested Scoring 65–100	0%	91%	79%	0%	94%	62%
Percentage of Tested Scoring 85–100	0%	18%	8%	0%	9%	3%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	38	271	131	0	40	14
Number Scoring 55–100	35	201	98	0	29	5
Number Scoring 65–100	34	145	82	0	22	3
Number Scoring 85–100	11	13	7	0	1	0
Percentage of Tested Scoring 55–100	92%	74%	75%	0%	72%	36%
Percentage of Tested Scoring 65–100	89%	54%	63%	0%	55%	21%
Percentage of Tested Scoring 85–100	29%	5%	5%	0%	3%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		105	111		13	11
Number Scoring 55–100		90	79		12	8
Number Scoring 65–100		34	52		8	6
Number Scoring 85–100		2	2		0	1
Percentage of Tested Scoring 55–100		86%	71%		92%	73%
Percentage of Tested Scoring 65–100		32%	47%		62%	55%
Percentage of Tested Scoring 85–100		2%	2%		0%	9%
<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	35	30	26	0	6	4
Number Scoring 55–100	34	26	24	0	5	#
Number Scoring 65–100	31	21	23	0	5	#
Number Scoring 85–100	10	6	9	0	1	#
Percentage of Tested Scoring 55–100	97%	87%	92%	0%	83%	#
Percentage of Tested Scoring 65–100	89%	70%	88%	0%	83%	#
Percentage of Tested Scoring 85–100	29%	20%	35%	0%	17%	#
<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	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	104	86	84	0	17	13
Number Scoring 55–100	101	76	78	0	14	10
Number Scoring 65–100	99	72	77	0	12	10
Number Scoring 85–100	73	50	61	0	10	7
Percentage of Tested Scoring 55–100	97%	88%	93%	0%	82%	77%
Percentage of Tested Scoring 65–100	95%	84%	92%	0%	71%	77%
Percentage of Tested Scoring 85–100	70%	58%	73%	0%	59%	54%
<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	205	189	14	2	29	2
Number Scoring 55–100	144	120	7	#	21	#
Number Scoring 65–100	120	96	5	#	16	#
Number Scoring 85–100	31	22	0	#	3	#
Percentage of Tested Scoring 55–100	70%	63%	50%	#	72%	#
Percentage of Tested Scoring 65–100	59%	51%	36%	#	55%	#
Percentage of Tested Scoring 85–100	15%	12%	0%	#	10%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	171	69	131	0	11	18
Number Scoring 55–100	45	55	91	0	8	13
Number Scoring 65–100	36	47	69	0	7	11
Number Scoring 85–100	5	22	18	0	5	3
Percentage of Tested Scoring 55–100	26%	80%	69%	0%	73%	72%
Percentage of Tested Scoring 65–100	21%	68%	53%	0%	64%	61%
Percentage of Tested Scoring 85–100	3%	32%	14%	0%	45%	17%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	35	97%	0	0%	45	82%
Students with Disabilities	0	0%	0	0%	8	88%

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	428	9%	23%	60%	8%
	Students with Disabilities	112	31%	35%	34%	0%
	All Students	540	14%	26%	54%	6%

### 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	378	1%	53%	42%	4%
	Students with Disabilities	93	15%	68%	17%	0%
	All Students	471	4%	56%	37%	3%

(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	2	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	1	1	#	#	#	#
Social Studies	0	2	#	#	#	#
Mathematics	1	1	#	#	#	#
Science	0	2	#	#	#	#

## 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	264	264	264	73	73	73	337	337	337
Number Scoring 55–64	13	29	34	6	8	11	19	37	45
Number Scoring 65–84	90	144	144	19	25	28	109	169	172
Number Scoring 85–100	14	29	19	4	6	4	18	35	23
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)