

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-05-02-02-0000

Name: Islip Union Free School District

Superintendent: Mr. Alan Van Cott

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	244	238	286
First	249	295	285
Second	257	241	280
Third	279	266	245
Fourth	283	281	262
Fifth	280	286	292
Sixth	296	280	282
Ungraded Elementary	63	68	57
Seventh	284	296	288
Eighth	276	258	309
Ninth	248	294	304
Tenth	222	232	274
Eleventh	190	201	223
Twelfth	169	221	215
Ungraded Secondary	57	71	15
Total K-12 Enrollment	3397	3528	3617

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	41	1.2%	83	2.4%	81	2.2%
Black (Not Hispanic)	162	4.8%	151	4.3%	157	4.3%
Hispanic	236	6.9%	263	7.5%	295	8.2%
White (Not Hispanic)	2958	87.1%	3031	85.9%	3084	85.3%

Average Class Size

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

(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	107	3.2%	93	2.6%	88	2.4%
Eligible for Free Lunch	361	11.5%	243	7.4%	354	9.8%

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		96.5%		94.9%		94.9%
Student Suspensions	113	3.3%	88	2.6%	81	2.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.8%	3.6%	5.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	264
Total Other Professional Staff	33
Total Paraprofessionals	41
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	159	111	70%	186	138	74%	180	145	81%
Students with Disabilities	13	2	15%	17	2	12%	19	0	0%
All Students	172	113	66%	203	140	69%	199	145	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	123	56	7	2	9	2
Percent	62%	28%	4%	1%	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)
19	0	7	26

*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			30		11	
	Entered GED Program*			0		1	
	Total Noncompleters			30		12	
Students with Disabilities	Dropped Out			5		5	
	Entered GED Program*			0		0	
	Total Noncompleters			5		5	
All Students	Dropped Out	9	1.0%	35	3.5%	16	1.6%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.1%
	Total Noncompleters	9	1.0%	35	3.5%	17	1.7%

*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		244	216
	Number of Students with Disabilities		12	28
	Number of All Students		256	244
	Percent of Enrollment		29%	27%
9-12	Number of General-Education Students		45	50
	Number of Students with Disabilities		5	10
	Number of All Students		50	60
	Percent of Enrollment		5%	6%

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%	0	0%
German	0	0%	0	0%	0	0%
Italian	39	74%	44	98%	100	98%
Latin	0	0%	0	0%	0	0%
Spanish	242	86%	176	87%	284	98%

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	4	#	4	#	2	#
Latin	0	0%	0	0%	0	0%
Spanish	11	82%	4	#	9	89%

(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	3	#	4	#	0	0%
Science	0	0%	2	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	15	73%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	40	78%	16	62%	58	62%
Science	20	45%	12	25%	50	44%
Reading	12	92%	6	100%	15	60%
Writing	10	100%	7	100%	14	79%
Global Studies	10	60%	7	29%	21	62%
U.S. Hist & Gov't	7	71%	4	#	9	78%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	225	218	225	19	16	19
Number Scoring 55–100	212	214	218	14	13	16
Number Scoring 65–100	185	184	207	6	5	13
Number Scoring 85–100	56	68	100	1	0	1
Percentage of Tested Scoring 55–100	94%	98%	97%	74%	81%	84%
Percentage of Tested Scoring 65–100	82%	84%	92%	32%	31%	68%
Percentage of Tested Scoring 85–100	25%	31%	44%	5%	0%	5%
Mathematics A						
Number Tested	0	2	259	0	0	24
Number Scoring 55–100	0	#	231	0	0	20
Number Scoring 65–100	0	#	211	0	0	15
Number Scoring 85–100	0	#	49	0	0	0
Percentage of Tested Scoring 55–100	0%	#	89%	0%	0%	83%
Percentage of Tested Scoring 65–100	0%	#	81%	0%	0%	62%
Percentage of Tested Scoring 85–100	0%	#	19%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	228	239	275	20	22	29
Number Scoring 55–100	221	233	264	17	18	21
Number Scoring 65–100	214	219	258	13	15	20
Number Scoring 85–100	101	78	130	4	0	1
Percentage of Tested Scoring 55–100	97%	97%	96%	85%	82%	72%
Percentage of Tested Scoring 65–100	94%	92%	94%	65%	68%	69%
Percentage of Tested Scoring 85–100	44%	33%	47%	20%	0%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	209	215	229	16	20	14
Number Scoring 55–100	204	209	225	16	18	13
Number Scoring 65–100	200	193	224	16	16	13
Number Scoring 85–100	121	81	126	3	3	3
Percentage of Tested Scoring 55–100	98%	97%	98%	100%	90%	93%
Percentage of Tested Scoring 65–100	96%	90%	98%	100%	80%	93%
Percentage of Tested Scoring 85–100	58%	38%	55%	19%	15%	21%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	336	272	272	26	27	29
Number Scoring 55–100	330	268	262	22	26	24
Number Scoring 65–100	317	259	238	19	24	15
Number Scoring 85–100	75	85	51	1	3	0
Percentage of Tested Scoring 55–100	98%	99%	96%	85%	96%	83%
Percentage of Tested Scoring 65–100	94%	95%	88%	73%	89%	52%
Percentage of Tested Scoring 85–100	22%	31%	19%	4%	11%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	143	220	265	10	14	21
Number Scoring 55–100	137	212	253	9	12	19
Number Scoring 65–100	129	204	238	7	11	16
Number Scoring 85–100	64	80	135	0	2	6
Percentage of Tested Scoring 55–100	96%	96%	95%	90%	86%	90%
Percentage of Tested Scoring 65–100	90%	93%	90%	70%	79%	76%
Percentage of Tested Scoring 85–100	45%	36%	51%	0%	14%	29%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		143	213		0	4
Number Scoring 55–100		131	180		0	#
Number Scoring 65–100		96	145		0	#
Number Scoring 85–100		16	27		0	#
Percentage of Tested Scoring 55–100		92%	85%		0%	#
Percentage of Tested Scoring 65–100		67%	68%		0%	#
Percentage of Tested Scoring 85–100		11%	13%		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	32	1	0	0	0	0
Number Scoring 55–100	32	#	0	0	0	0
Number Scoring 65–100	32	#	0	0	0	0
Number Scoring 85–100	16	#	0	0	0	0
Percentage of Tested Scoring 55–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	#	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	1	0	29	0	0	1
Number Scoring 55–100	#	0	29	0	0	#
Number Scoring 65–100	#	0	29	0	0	#
Number Scoring 85–100	#	0	15	0	0	#
Percentage of Tested Scoring 55–100	#	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	#	0%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	#	0%	52%	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	127	165	160	0	0	3
Number Scoring 55–100	127	165	160	0	0	#
Number Scoring 65–100	127	165	160	0	0	#
Number Scoring 85–100	80	125	114	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	63%	76%	71%	0%	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	250	258	64	16	13	3
Number Scoring 55–100	194	198	53	11	9	#
Number Scoring 65–100	175	176	42	7	7	#
Number Scoring 85–100	69	62	8	0	0	#
Percentage of Tested Scoring 55–100	78%	77%	83%	69%	69%	#
Percentage of Tested Scoring 65–100	70%	68%	66%	44%	54%	#
Percentage of Tested Scoring 85–100	28%	24%	12%	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	150	169	200	0	1	4
Number Scoring 55–100	143	150	173	0	#	#
Number Scoring 65–100	135	138	145	0	#	#
Number Scoring 85–100	54	55	47	0	#	#
Percentage of Tested Scoring 55–100	95%	89%	86%	0%	#	#
Percentage of Tested Scoring 65–100	90%	82%	72%	0%	#	#
Percentage of Tested Scoring 85–100	36%	33%	23%	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	71	99%	40	98%	61	100%
Students with Disabilities	9	78%	13	92%	16	69%

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	273	0%	8%	75%	17%
	Students with Disabilities	33	12%	42%	39%	6%
	All Students	306	1%	11%	71%	16%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	281	0%	15%	70%	15%
	Students with Disabilities	36	3%	47%	44%	6%
	All Students	317	0%	19%	68%	14%

(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	192	192	192	22	22	22	214	214	214
Number Scoring 55–64	4	5	5	1	2	2	5	7	7
Number Scoring 65–84	92	99	104	8	8	9	100	107	113
Number Scoring 85–100	93	76	82	2	1	0	95	77	82
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)