

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-05-13-03-0006  
 Name: Central Islip Senior High School  
 Principal: Anthony Servedio

Grade Range : 9-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	561	510	500
Tenth	360	387	563
Eleventh	365	332	406
Twelfth	267	312	369
Ungraded Secondary	194	227	0
Total K-12 Enrollment	1747	1768	1838

## 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	73	4.2%	77	4.4%	87	4.7%
Black (Not Hispanic)	638	36.5%	661	37.4%	680	37.0%
Hispanic	683	39.1%	710	40.2%	764	41.6%
White (Not Hispanic)	353	20.2%	320	18.1%	307	16.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	19	16	15
Mathematics Grade 10	17	19	15
Science Grade 10	19	25	26
Social Studies Grade 10	21	20	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
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	147	8.4%	142	8.0%	154	8.4%
Eligible for Free Lunch	234	13.4%	301	17.0%	443	24.1%

### 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		84.6%		84.3%		86.2%
Student Suspensions	530	31.3%	443	25.4%	262	14.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.6%	7.8%	11.7%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	100%	100%	92%

### Staff Counts

Staff	2002–2003
Total Teachers	156
Total Other Professional Staff	20
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

\*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	17	58

\*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	187	10.7%	27	1.5%	56	3.0%
	Entered GED Program*	0	0.0%	2	0.1%	0	0.0%
	Total Noncompleters	187	10.7%	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	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%	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%	0	0%	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	91	34%	30	40%	137	53%
Science	0	0%	37	46%	102	24%
Reading	33	52%	9	78%	28	46%
Writing	108	83%	9	56%	30	73%
Global Studies	0	0%	14	14%	72	15%
U.S. Hist & Gov't	0	0%	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	293	293	327	160	49	58
Number Scoring 55–100	192	252	280	80	39	44
Number Scoring 65–100	143	196	264	60	27	41
Number Scoring 85–100	24	57	96	10	9	16
Percentage of Tested Scoring 55–100	66%	86%	86%	50%	80%	76%
Percentage of Tested Scoring 65–100	49%	67%	81%	38%	55%	71%
Percentage of Tested Scoring 85–100	8%	19%	29%	6%	18%	28%
<b>Mathematics A</b>						
Number Tested	0	1	328	0	0	48
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%	58%
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	292	320	343	21	54	79
Number Scoring 55–100	233	254	247	6	41	44
Number Scoring 65–100	193	202	197	4	34	26
Number Scoring 85–100	28	34	42	0	7	4
Percentage of Tested Scoring 55–100	80%	79%	72%	29%	76%	56%
Percentage of Tested Scoring 65–100	66%	63%	57%	19%	63%	33%
Percentage of Tested Scoring 85–100	10%	11%	12%	0%	13%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	345	273	319	38	47	54
Number Scoring 55–100	262	242	294	6	41	47
Number Scoring 65–100	202	196	268	4	31	40
Number Scoring 85–100	45	34	87	0	4	18
Percentage of Tested Scoring 55–100	76%	89%	92%	16%	87%	87%
Percentage of Tested Scoring 65–100	59%	72%	84%	11%	66%	74%
Percentage of Tested Scoring 85–100	13%	12%	27%	0%	9%	33%

(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	0	271	128	0	40	11
Number Scoring 55–100	0	201	98	0	29	5
Number Scoring 65–100	0	145	82	0	22	3
Number Scoring 85–100	0	13	7	0	1	0
Percentage of Tested Scoring 55–100	0%	74%	77%	0%	72%	45%
Percentage of Tested Scoring 65–100	0%	54%	64%	0%	55%	27%
Percentage of Tested Scoring 85–100	0%	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	83	0	17	12
Number Scoring 55–100	101	76	77	0	14	9
Number Scoring 65–100	99	72	76	0	12	9
Number Scoring 85–100	73	50	60	0	10	6
Percentage of Tested Scoring 55–100	97%	88%	93%	0%	82%	75%
Percentage of Tested Scoring 65–100	95%	84%	92%	0%	71%	75%
Percentage of Tested Scoring 85–100	70%	58%	72%	0%	59%	50%
<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	204	189	14	1	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	71%	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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

### 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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	264	264	264	69	69	69	333	333	333
Number Scoring 55–64	13	29	34	6	7	11	19	36	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)