

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-04-10-03-0017
 Name: Commack High School
 Principal: Ronald Vale

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	491	524	578
Tenth	523	500	520
Eleventh	447	551	487
Twelfth	443	442	521
Ungraded Secondary	0	0	13
Total K-12 Enrollment	1904	2017	2119

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	132	6.9%	151	7.5%	164	7.7%
Black (Not Hispanic)	20	1.1%	20	1.0%	27	1.3%
Hispanic	51	2.7%	63	3.1%	68	3.2%
White (Not Hispanic)	1701	89.3%	1783	88.4%	1860	87.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	25	22	25
Mathematics Grade 10	20	22	21
Science Grade 10	27	25	24
Social Studies Grade 10	25	26	26

(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
52	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the lower 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	18	1.0%	14	0.7%	17	0.8%
Eligible for Free Lunch	14	0.7%	28	1.4%	30	1.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.2%		95.7%		94.4%
Student Suspensions	65	3.5%	81	4.3%	57	2.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.9%	0.6%	0.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	100%	99%

Staff Counts

Staff	2003-04
Total Teachers	163
Total Other Professional Staff	26
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	356	337	95%	377	365	97%	449	437	97%
Students with Disabilities	50	25	50%	52	29	56%	49	35	71%
All Students	406	362	89%	429	394	92%	498	472	95%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	381	74	17	0	10	16
Percent	77%	15%	3%	0%	2%	3%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
49	35	3	52

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	10		13		6	0.3%
	Entered GED Program*	2		2		1	0.1%
	Total Noncompleters	12		15		7	0.4%
Students with Disabilities	Dropped Out	0		0		5	1.8%
	Entered GED Program*	3		2		1	0.4%
	Total Noncompleters	3		2		6	2.2%
All Students	Dropped Out	10	0.5%	13	0.6%	11	0.5%
	Entered GED Program*	5	0.3%	4	0.2%	2	0.1%
	Total Noncompleters	15	0.8%	17	0.8%	13	0.6%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	455	500
	Number of Students with Disabilities	78	45	0
	Number of All Students	78	500	500
	Percent of Enrollment	4%	25%	24%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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%	3	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	6	83%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	1	#
Science	1	#	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	1	#
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	64%	4	#	3	#
Science	11	55%	2	#	3	#
Reading	16	75%	0	0%	1	#
Writing	18	89%	0	0%	2	#
Global Studies	20	50%	3	#	17	53%
U.S. Hist & Gov't	7	43%	2	#	12	25%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	436	521	484	54	59	59
Number Scoring 55-100	430	516	478	50	55	57
Number Scoring 65-100	423	511	461	45	52	45
Number Scoring 85-100	304	354	314	10	10	7
Percentage of Tested Scoring 55-100	99%	99%	99%	93%	93%	97%
Percentage of Tested Scoring 65-100	97%	98%	95%	83%	88%	76%
Percentage of Tested Scoring 85-100	70%	68%	65%	19%	17%	12%
Mathematics A						
Number Tested	561	563	591	70	101	93
Number Scoring 55-100	516	516	582	45	72	88
Number Scoring 65-100	453	472	557	36	56	72
Number Scoring 85-100	170	98	233	0	6	9
Percentage of Tested Scoring 55-100	92%	92%	98%	64%	71%	95%
Percentage of Tested Scoring 65-100	81%	84%	94%	51%	55%	77%
Percentage of Tested Scoring 85-100	30%	17%	39%	0%	6%	10%
Mathematics B						
Number Tested	205	384	334	0	15	12
Number Scoring 55-100	204	352	315	0	11	11
Number Scoring 65-100	204	301	295	0	6	8
Number Scoring 85-100	93	78	142	0	0	1
Percentage of Tested Scoring 55-100	100%	92%	94%	0%	73%	92%
Percentage of Tested Scoring 65-100	100%	78%	88%	0%	40%	67%
Percentage of Tested Scoring 85-100	45%	20%	43%	0%	0%	8%
Global History and Geography						
Number Tested	547	503	529	69	75	76
Number Scoring 55-100	542	485	500	65	64	57
Number Scoring 65-100	515	474	479	48	57	43
Number Scoring 85-100	218	254	250	4	7	11
Percentage of Tested Scoring 55-100	99%	96%	95%	94%	85%	75%
Percentage of Tested Scoring 65-100	94%	94%	91%	70%	76%	57%
Percentage of Tested Scoring 85-100	40%	50%	47%	6%	9%	14%
U.S. History and Government						
Number Tested	462	527	466	60	60	60
Number Scoring 55-100	455	519	449	56	54	49
Number Scoring 65-100	439	513	433	48	50	41
Number Scoring 85-100	183	312	253	7	5	9
Percentage of Tested Scoring 55-100	98%	98%	96%	93%	90%	82%
Percentage of Tested Scoring 65-100	95%	97%	93%	80%	83%	68%
Percentage of Tested Scoring 85-100	40%	59%	54%	12%	8%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	504	465	566	63	64	82
Number Scoring 55-100	504	463	556	63	62	73
Number Scoring 65-100	500	455	542	60	55	64
Number Scoring 85-100	240	203	218	5	5	10
Percentage of Tested Scoring 55-100	100%	100%	98%	100%	97%	89%
Percentage of Tested Scoring 65-100	99%	98%	96%	95%	86%	78%
Percentage of Tested Scoring 85-100	48%	44%	39%	8%	8%	12%
Physical Setting/Earth Science						
Number Tested	234	251	280	38	43	43
Number Scoring 55-100	222	247	270	34	42	40
Number Scoring 65-100	210	242	258	31	41	34
Number Scoring 85-100	54	58	45	2	7	1
Percentage of Tested Scoring 55-100	95%	98%	96%	89%	98%	93%
Percentage of Tested Scoring 65-100	90%	96%	92%	82%	95%	79%
Percentage of Tested Scoring 85-100	23%	23%	16%	5%	16%	2%
Physical Setting/Chemistry						
Number Tested	385	420	393	10	14	19
Number Scoring 55-100	376	396	382	7	10	14
Number Scoring 65-100	316	315	305	4	7	4
Number Scoring 85-100	51	78	75	2	0	0
Percentage of Tested Scoring 55-100	98%	94%	97%	70%	71%	74%
Percentage of Tested Scoring 65-100	82%	75%	78%	40%	50%	21%
Percentage of Tested Scoring 85-100	13%	19%	19%	20%	0%	0%
Physical Setting/Physics						
Number Tested			210			1
Number Scoring 55-100			210			#
Number Scoring 65-100			203			#
Number Scoring 85-100			73			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			97%			#
Percentage of Tested Scoring 85-100			35%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	66	68	50	0	0	0
Number Scoring 55-100	66	68	50	0	0	0
Number Scoring 65-100	63	68	50	0	0	0
Number Scoring 85-100	35	47	26	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	53%	69%	52%	0%	0%	0%
Comprehensive Italian						
Number Tested	89	112	122	0	4	7
Number Scoring 55-100	89	111	122	0	#	7
Number Scoring 65-100	89	111	122	0	#	7
Number Scoring 85-100	41	69	94	0	#	2
Percentage of Tested Scoring 55-100	100%	99%	100%	0%	#	100%
Percentage of Tested Scoring 65-100	100%	99%	100%	0%	#	100%
Percentage of Tested Scoring 85-100	46%	62%	77%	0%	#	29%
Comprehensive German						
Number Tested	20	30	12	1	1	0
Number Scoring 55-100	20	30	12	#	#	0
Number Scoring 65-100	19	30	12	#	#	0
Number Scoring 85-100	6	18	8	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	95%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	30%	60%	67%	#	#	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	249	331	304	8	12	28
Number Scoring 55-100	248	330	302	8	12	27
Number Scoring 65-100	246	329	300	7	12	26
Number Scoring 85-100	160	212	176	2	7	5
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	96%
Percentage of Tested Scoring 65-100	99%	99%	99%	88%	100%	93%
Percentage of Tested Scoring 85-100	64%	64%	58%	25%	58%	18%
Comprehensive Latin						
Number Tested	0	7	3	0	0	0
Number Scoring 55-100	0	7	#	0	0	0
Number Scoring 65-100	0	7	#	0	0	0
Number Scoring 85-100	0	6	#	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	86%	#	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	195	13	0	27	4	0
Number Scoring 55-100	187	10	0	24	#	0
Number Scoring 65-100	182	8	0	24	#	0
Number Scoring 85-100	79	0	0	6	#	0
Percentage of Tested Scoring 55-100	96%	77%	0%	89%	#	0%
Percentage of Tested Scoring 65-100	93%	62%	0%	89%	#	0%
Percentage of Tested Scoring 85-100	41%	0%	0%	22%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	72	100%	61	97%	10	100%
Students with Disabilities	22	77%	27	85%	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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	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

2000 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	447	447	447	58	58	58	505	505	505
Number Scoring 55–64	2	1	0	10	5	1	12	6	1
Number Scoring 65–84	235	142	186	42	41	48	277	183	234
Number Scoring 85–100	208	297	259	3	5	6	211	302	265
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			13			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			2			#
Proficient (37-39)			10			#
Reading and Writing (Grade 9-12)						
Number Tested			13			1
Beginning (0-14)			1			#
Intermediate (15-24)			5			#
Advanced (25-32)			7			#
Proficient (33-35)			0			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)