

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-05-03-03-0006
 Name: East Islip High School
 Principal: Rhia Warren

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	406	430	436
Tenth	358	369	405
Eleventh	348	365	364
Twelfth	342	308	354
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1454	1472	1559

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	25	1.7%	35	2.4%	39	2.5%
Black (Not Hispanic)	10	0.7%	11	0.7%	13	0.8%
Hispanic	56	3.9%	57	3.9%	59	3.8%
White (Not Hispanic)	1363	93.7%	1369	93.0%	1448	92.9%

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	22	24	23
Mathematics Grade 10	23	26	23
Science Grade 10	22	25	23
Social Studies Grade 10	24	24	23

(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
49	All schools in this group are secondary level schools in school districts with average 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	14	1.0%	12	0.8%	14	0.9%
Eligible for Free Lunch	50	3.4%	28	1.9%	45	2.9%

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		94.0%		94.2%		95.1%
Student Suspensions	166	11.9%	230	15.8%	137	9.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	1.6%	2.0%	2.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	98%	92%

Staff Counts

Staff	2003-04
Total Teachers	112
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	275	237	86%	275	226	82%	299	271	91%
Students with Disabilities	21	7	33%	21	5	24%	16	8	50%
All Students	296	244	82%	296	231	78%	315	279	89%

*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	171	106	12	3	15	8
Percent	54%	34%	4%	1%	5%	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)
16	8	6	22

*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	40		19		27	1.9%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	40		19		27	1.9%
Students with Disabilities	Dropped Out	3		0		4	3.1%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		0		4	3.1%
All Students	Dropped Out	43	3.0%	19	1.3%	31	2.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	43	3.0%	19	1.3%	31	2.0%

*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	32	1245
	Number of Students with Disabilities	0	115	140
	Number of All Students	0	147	1385
	Percent of Enrollment	0%	10%	89%

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; completion 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	2	#	7	100%	2	#

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	50%	22	73%	11	73%
Science	5	60%	11	36%	2	#
Reading	6	100%	0	0%	2	#
Writing	6	100%	9	100%	1	#
Global Studies	10	70%	7	71%	6	50%
U.S. Hist & Gov't	9	78%	10	80%	1	#

(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	372	355	416	27	25	29
Number Scoring 55-100	358	337	409	20	16	28
Number Scoring 65-100	334	318	393	16	14	22
Number Scoring 85-100	173	152	231	5	5	4
Percentage of Tested Scoring 55-100	96%	95%	98%	74%	64%	97%
Percentage of Tested Scoring 65-100	90%	90%	94%	59%	56%	76%
Percentage of Tested Scoring 85-100	47%	43%	56%	19%	20%	14%
Mathematics A						
Number Tested	356	326	390	14	13	26
Number Scoring 55-100	310	312	389	9	11	25
Number Scoring 65-100	277	291	381	8	7	23
Number Scoring 85-100	143	100	215	2	1	6
Percentage of Tested Scoring 55-100	87%	96%	100%	64%	85%	96%
Percentage of Tested Scoring 65-100	78%	89%	98%	57%	54%	88%
Percentage of Tested Scoring 85-100	40%	31%	55%	14%	8%	23%
Mathematics B						
Number Tested	0	155	167	0	3	1
Number Scoring 55-100	0	154	165	0	#	#
Number Scoring 65-100	0	152	159	0	#	#
Number Scoring 85-100	0	26	55	0	#	#
Percentage of Tested Scoring 55-100	0%	99%	99%	0%	#	#
Percentage of Tested Scoring 65-100	0%	98%	95%	0%	#	#
Percentage of Tested Scoring 85-100	0%	17%	33%	0%	#	#
Global History and Geography						
Number Tested	361	390	409	22	32	33
Number Scoring 55-100	339	367	388	15	25	25
Number Scoring 65-100	315	348	375	10	20	21
Number Scoring 85-100	94	150	179	2	5	7
Percentage of Tested Scoring 55-100	94%	94%	95%	68%	78%	76%
Percentage of Tested Scoring 65-100	87%	89%	92%	45%	62%	64%
Percentage of Tested Scoring 85-100	26%	38%	44%	9%	16%	21%
U.S. History and Government						
Number Tested	345	388	375	23	22	30
Number Scoring 55-100	322	373	354	18	18	28
Number Scoring 65-100	290	341	337	18	16	25
Number Scoring 85-100	62	169	199	4	5	9
Percentage of Tested Scoring 55-100	93%	96%	94%	78%	82%	93%
Percentage of Tested Scoring 65-100	84%	88%	90%	78%	73%	83%
Percentage of Tested Scoring 85-100	18%	44%	53%	17%	23%	30%

(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	393	377	462	24	35	31
Number Scoring 55-100	377	357	446	22	25	29
Number Scoring 65-100	365	334	418	15	19	26
Number Scoring 85-100	132	96	117	2	2	3
Percentage of Tested Scoring 55-100	96%	95%	97%	92%	71%	94%
Percentage of Tested Scoring 65-100	93%	89%	90%	62%	54%	84%
Percentage of Tested Scoring 85-100	34%	25%	25%	8%	6%	10%
Physical Setting/Earth Science						
Number Tested	303	361	314	15	35	25
Number Scoring 55-100	238	339	290	9	28	20
Number Scoring 65-100	212	306	261	6	21	12
Number Scoring 85-100	64	78	64	2	2	2
Percentage of Tested Scoring 55-100	79%	94%	92%	60%	80%	80%
Percentage of Tested Scoring 65-100	70%	85%	83%	40%	60%	48%
Percentage of Tested Scoring 85-100	21%	22%	20%	13%	6%	8%
Physical Setting/Chemistry						
Number Tested	196	231	179	2	3	2
Number Scoring 55-100	185	225	178	#	#	#
Number Scoring 65-100	152	196	165	#	#	#
Number Scoring 85-100	13	43	28	#	#	#
Percentage of Tested Scoring 55-100	94%	97%	99%	#	#	#
Percentage of Tested Scoring 65-100	78%	85%	92%	#	#	#
Percentage of Tested Scoring 85-100	7%	19%	16%	#	#	#
Physical Setting/Physics						
Number Tested			73			1
Number Scoring 55-100			72			#
Number Scoring 65-100			69			#
Number Scoring 85-100			7			#
Percentage of Tested Scoring 55-100			99%			#
Percentage of Tested Scoring 65-100			95%			#
Percentage of Tested Scoring 85-100			10%			#

* 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	37	30	44	1	0	0
Number Scoring 55-100	37	30	43	#	0	0
Number Scoring 65-100	37	30	43	#	0	0
Number Scoring 85-100	20	14	22	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	98%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	98%	#	0%	0%
Percentage of Tested Scoring 85-100	54%	47%	50%	#	0%	0%
Comprehensive Italian						
Number Tested	89	54	85	3	3	4
Number Scoring 55-100	83	53	83	#	#	#
Number Scoring 65-100	78	51	80	#	#	#
Number Scoring 85-100	21	15	42	#	#	#
Percentage of Tested Scoring 55-100	93%	98%	98%	#	#	#
Percentage of Tested Scoring 65-100	88%	94%	94%	#	#	#
Percentage of Tested Scoring 85-100	24%	28%	49%	#	#	#
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	174	203	208	5	6	5
Number Scoring 55-100	172	203	208	4	6	5
Number Scoring 65-100	164	199	207	4	5	5
Number Scoring 85-100	81	144	137	1	4	1
Percentage of Tested Scoring 55-100	99%	100%	100%	80%	100%	100%
Percentage of Tested Scoring 65-100	94%	98%	100%	80%	83%	100%
Percentage of Tested Scoring 85-100	47%	71%	66%	20%	67%	20%
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	275	23	2	4	0	0
Number Scoring 55-100	246	19	#	#	0	0
Number Scoring 65-100	229	17	#	#	0	0
Number Scoring 85-100	112	4	#	#	0	0
Percentage of Tested Scoring 55-100	89%	83%	#	#	0%	0%
Percentage of Tested Scoring 65-100	83%	74%	#	#	0%	0%
Percentage of Tested Scoring 85-100	41%	17%	#	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	64	100%	59	97%	42	100%
Students with Disabilities	8	100%	6	100%	10	100%

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	0	0	0	0	0	0
Secondary Level						
English Language Arts	5	0	0	0	0	5
Social Studies	5	0	0	0	0	5
Mathematics	5	0	0	0	0	5
Science	5	0	0	0	0	5

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	316	316	316	27	27	27	343	343	343
Number Scoring 55–64	4	10	4	0	2	3	4	12	7
Number Scoring 65–84	211	128	176	15	11	15	226	139	191
Number Scoring 85–100	92	161	130	3	5	2	95	166	132
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			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			6			0
Advanced (32-36)			1			0
Proficient (37-39)			3			0
Reading and Writing (Grade 9-12)						
Number Tested			10			0
Beginning (0-14)			0			0
Intermediate (15-24)			7			0
Advanced (25-32)			3			0
Proficient (33-35)			0			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)