

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-05-09-03-0000  
 Name: West Islip Union Free School District  
 Superintendent: Beth V. Blau

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	472	406	383
First	451	488	406
Second	465	461	488
Third	435	479	472
Fourth	492	447	477
Fifth	482	494	451
Sixth	483	499	504
Ungraded Elementary	53	71	64
Seventh	467	477	495
Eighth	461	466	466
Ninth	419	440	452
Tenth	398	413	444
Eleventh	364	374	410
Twelfth	368	366	381
Ungraded Secondary	0	12	12
Total K-12 Enrollment	5810	5893	5905

## 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	53	0.9%	65	1.1%	58	1.0%
Black (Not Hispanic)	12	0.2%	31	0.5%	30	0.5%
Hispanic	92	1.6%	95	1.6%	105	1.8%
White (Not Hispanic)	5653	97.3%	5702	96.8%	5712	96.7%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	19	20
Common Branch	21	21	22
English Grade 8	20	20	19
Mathematics Grade 8	18	18	20
Science Grade 8	20	20	20
Social Studies Grade 8	20	20	20
English Grade 10	24	25	25
Mathematics Grade 10	22	25	24
Science Grade 10	21	22	22
Social Studies Grade 10	23	25	25

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	19	0.3%	17	0.3%	15	0.3%
<b>Eligible for Free Lunch</b>	109	1.9%	130	2.2%	109	1.9%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.1%		95.8%		95.8%
<b>Student Suspensions</b>	175	3.1%	147	2.5%	130	2.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.6%	1.5%	1.6%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	437
Total Other Professional Staff	57
Total Paraprofessionals	127
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	269	201	75%	318	246	77%	332	272	82%
Students with Disabilities	33	5	15%	23	2	9%	46	9	20%
All Students	302	206	68%	341	248	73%	378	281	74%

\*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	228	123	7	6	7	7
Percent	60%	33%	2%	2%	2%	2%

## 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)
46	9	7	53

\*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.
<b>General-Education Students</b>	Dropped Out	5		10		14	0.9%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	5		10		14	0.9%
<b>Students with Disabilities</b>	Dropped Out	2		6		1	0.4%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	2		6		1	0.4%
<b>All Students</b>	Dropped Out	7	0.5%	16	1.0%	15	0.8%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	7	0.5%	16	1.0%	15	0.8%

\*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	50%	45%	69%
2-3	0%	0%	20%

## 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	1151	1159	849
	Number of Students with Disabilities	184	196	139
	Number of All Students	1335	1355	988
	Percent of Enrollment	94%	93%	67%
9-12	Number of General-Education Students	224	218	651
	Number of Students with Disabilities	195	146	146
	Number of All Students	419	364	797
	Percent of Enrollment	27%	23%	47%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	63		
Completed and Passed Regents Exams	59	94%	77%
Completed and had Course Average of 75% or More	61	97%	81%
Completed and Attained a HS Diploma or Equivalent	63	100%	96%
Completed and Whose Status is Known	59		
Completed and Were Successfully Placed	57	97%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	.	30%
Underrepresented Gender Members Who Completed	1	6%	19%

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	2	#	29	100%	11	100%
German	0	0%	0	0%	0	0%
Italian	68	94%	52	98%	98	95%
Latin	0	0%	0	0%	0	0%
Spanish	276	96%	241	100%	232	95%

## 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	1	#	1	#	2	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	18	94%	4	#
Science	0	0%	7	29%	3	#
Reading	0	0%	4	#	0	0%
Writing	0	0%	3	#	0	0%
Global Studies	0	0%	8	63%	2	#
U.S. Hist & Gov't	0	0%	4	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	36	89%	46	89%	26	92%
Science	32	78%	23	61%	27	81%
Reading	11	100%	19	89%	16	63%
Writing	11	91%	17	76%	15	93%
Global Studies	22	32%	36	61%	24	75%
U.S. Hist & Gov't	13	69%	9	67%	16	81%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	335	374	414	15	39	52
Number Scoring 55-100	330	353	401	14	28	41
Number Scoring 65-100	319	336	381	9	19	27
Number Scoring 85-100	197	207	194	3	2	2
Percentage of Tested Scoring 55-100	99%	94%	97%	93%	72%	79%
Percentage of Tested Scoring 65-100	95%	90%	92%	60%	49%	52%
Percentage of Tested Scoring 85-100	59%	55%	47%	20%	5%	4%
<b>Mathematics A</b>						
Number Tested	385	606	589	35	69	94
Number Scoring 55-100	312	477	565	12	23	79
Number Scoring 65-100	263	411	507	7	15	53
Number Scoring 85-100	70	136	178	0	1	5
Percentage of Tested Scoring 55-100	81%	79%	96%	34%	33%	84%
Percentage of Tested Scoring 65-100	68%	68%	86%	20%	22%	56%
Percentage of Tested Scoring 85-100	18%	22%	30%	0%	1%	5%
<b>Mathematics B</b>						
Number Tested	0	54	284	0	0	5
Number Scoring 55-100	0	53	238	0	0	2
Number Scoring 65-100	0	51	208	0	0	2
Number Scoring 85-100	0	18	88	0	0	0
Percentage of Tested Scoring 55-100	0%	98%	84%	0%	0%	40%
Percentage of Tested Scoring 65-100	0%	94%	73%	0%	0%	40%
Percentage of Tested Scoring 85-100	0%	33%	31%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	373	442	471	36	58	59
Number Scoring 55-100	357	402	450	26	38	44
Number Scoring 65-100	339	380	426	19	29	33
Number Scoring 85-100	132	197	236	2	4	8
Percentage of Tested Scoring 55-100	96%	91%	96%	72%	66%	75%
Percentage of Tested Scoring 65-100	91%	86%	90%	53%	50%	56%
Percentage of Tested Scoring 85-100	35%	45%	50%	6%	7%	14%
<b>U.S. History and Government</b>						
Number Tested	351	390	417	20	37	56
Number Scoring 55-100	333	378	395	14	32	42
Number Scoring 65-100	314	366	368	8	29	29
Number Scoring 85-100	146	205	219	0	3	8
Percentage of Tested Scoring 55-100	95%	97%	95%	70%	86%	75%
Percentage of Tested Scoring 65-100	89%	94%	88%	40%	78%	52%
Percentage of Tested Scoring 85-100	42%	53%	53%	0%	8%	14%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	327	418	418	17	46	46
Number Scoring 55-100	321	414	415	17	42	44
Number Scoring 65-100	315	394	402	15	33	35
Number Scoring 85-100	117	157	160	1	2	4
Percentage of Tested Scoring 55-100	98%	99%	99%	100%	91%	96%
Percentage of Tested Scoring 65-100	96%	94%	96%	88%	72%	76%
Percentage of Tested Scoring 85-100	36%	38%	38%	6%	4%	9%
<b>Physical Setting/Earth Science</b>						
Number Tested	467	464	481	57	40	68
Number Scoring 55-100	449	439	449	48	27	53
Number Scoring 65-100	416	408	399	35	20	37
Number Scoring 85-100	162	198	170	2	1	3
Percentage of Tested Scoring 55-100	96%	95%	93%	84%	68%	78%
Percentage of Tested Scoring 65-100	89%	88%	83%	61%	50%	54%
Percentage of Tested Scoring 85-100	35%	43%	35%	4%	3%	4%
<b>Physical Setting/Chemistry</b>						
Number Tested	280	308	325	1	6	8
Number Scoring 55-100	266	288	307	#	4	6
Number Scoring 65-100	206	220	253	#	2	4
Number Scoring 85-100	29	35	60	#	0	1
Percentage of Tested Scoring 55-100	95%	94%	94%	#	67%	75%
Percentage of Tested Scoring 65-100	74%	71%	78%	#	33%	50%
Percentage of Tested Scoring 85-100	10%	11%	18%	#	0%	12%
<b>Physical Setting/Physics</b>						
Number Tested			96			0
Number Scoring 55-100			90			0
Number Scoring 65-100			83			0
Number Scoring 85-100			30			0
Percentage of Tested Scoring 55-100			94%			0%
Percentage of Tested Scoring 65-100			86%			0%
Percentage of Tested Scoring 85-100			31%			0%

\* 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
<b>Comprehensive French</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 Italian</b>						
Number Tested	51	66	62	0	0	0
Number Scoring 55-100	51	66	61	0	0	0
Number Scoring 65-100	49	62	60	0	0	0
Number Scoring 85-100	21	27	45	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	94%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	41%	41%	73%	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	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 Spanish</b>						
Number Tested	250	243	290	3	2	4
Number Scoring 55-100	245	238	287	#	#	#
Number Scoring 65-100	240	233	280	#	#	#
Number Scoring 85-100	178	146	193	#	#	#
Percentage of Tested Scoring 55-100	98%	98%	99%	#	#	#
Percentage of Tested Scoring 65-100	96%	96%	97%	#	#	#
Percentage of Tested Scoring 85-100	71%	60%	67%	#	#	#
<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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	302	120	51	3	9	6
Number Scoring 55-100	268	60	17	#	4	2
Number Scoring 65-100	245	35	10	#	2	1
Number Scoring 85-100	117	4	1	#	0	0
Percentage of Tested Scoring 55-100	89%	50%	33%	#	44%	33%
Percentage of Tested Scoring 65-100	81%	29%	20%	#	22%	17%
Percentage of Tested Scoring 85-100	39%	3%	2%	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	27	100%	18	100%	0	0%
Students with Disabilities	7	100%	5	100%	0	0%

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
<b>Nov 2003</b>	General-Education Students	409	1%	2%	44%	52%
	Students with Disabilities	48	10%	17%	65%	8%
	All Students	457	2%	4%	46%	48%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	411	0%	30%	49%	21%
	Students with Disabilities	55	5%	73%	18%	4%
	All Students	466	1%	35%	45%	19%

(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
<b>Elementary Level</b>						
Social Studies	3	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	6	0	0	1	1	4
Social Studies	6	0	0	1	0	5
Mathematics	6	0	0	0	2	4
Science	6	0	0	1	1	4

## 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	330	330	330	52	52	52	382	382	382
Number Scoring 55–64	2	3	1	6	5	7	8	8	8
Number Scoring 65–84	195	118	148	25	28	22	220	146	170
Number Scoring 85–100	127	202	177	1	3	4	128	205	181
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			0			0
Proficient (37-39)			4			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			5			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			6			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			3			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			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 – K)

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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
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)