

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-05-09-03-0012
 Name: West Islip Senior High School
 Principal: Kenneth Hartill

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	419	440	452
Tenth	398	413	444
Eleventh	364	374	410
Twelfth	368	366	381
Ungraded Secondary	0	12	12
Total K-12 Enrollment	1549	1605	1699

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	9	0.6%	9	0.6%	9	0.5%
Black (Not Hispanic)	3	0.2%	5	0.3%	5	0.3%
Hispanic	20	1.3%	20	1.2%	24	1.4%
White (Not Hispanic)	1517	97.9%	1571	97.9%	1661	97.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	16	19	20
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	21
English Grade 10	24	25	24
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

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	6	0.4%	3	0.2%	1	0.1%
Eligible for Free Lunch	19	1.2%	21	1.3%	25	1.5%

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		93.2%		94.8%		94.9%
Student Suspensions	140	9.5%	124	8.0%	94	5.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.7%	1.3%	1.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	99%	99%

Staff Counts

Staff	2003-04
Total Teachers	118
Total Other Professional Staff	12
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	269	201	75%	318	246	77%	330	272	82%
Students with Disabilities	33	5	15%	21	2	10%	42	8	19%
All Students	302	206	68%	339	248	73%	372	280	75%

*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	121	7	6	7	3
Percent	61%	33%	2%	2%	2%	1%

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)
42	8	6	48

*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	5		10		13	0.9%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	5		10		13	0.9%
Students with Disabilities	Dropped Out	2		5		1	0.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	2		5		1	0.5%
All Students	Dropped Out	7	0.5%	15	0.9%	14	0.8%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	7	0.5%	15	0.9%	14	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	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	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			
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%	4	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	13	100%	0	0%

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	#	17	94%	4	#
Science	0	0%	5	20%	3	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	6	67%	2	#
U.S. Hist & Gov't	0	0%	2	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	36	89%	40	90%	21	95%
Science	32	78%	19	58%	24	79%
Reading	11	100%	19	89%	9	44%
Writing	11	91%	16	81%	8	100%
Global Studies	22	32%	28	57%	17	82%
U.S. Hist & Gov't	13	69%	9	67%	12	100%

(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	335	368	411	15	35	49
Number Scoring 55-100	330	350	401	14	25	41
Number Scoring 65-100	319	334	381	9	17	27
Number Scoring 85-100	197	207	194	3	2	2
Percentage of Tested Scoring 55-100	99%	95%	98%	93%	71%	84%
Percentage of Tested Scoring 65-100	95%	91%	93%	60%	49%	55%
Percentage of Tested Scoring 85-100	59%	56%	47%	20%	6%	4%
Mathematics A						
Number Tested	385	599	583	35	65	88
Number Scoring 55-100	312	474	561	12	21	75
Number Scoring 65-100	263	408	504	7	13	50
Number Scoring 85-100	70	136	178	0	1	5
Percentage of Tested Scoring 55-100	81%	79%	96%	34%	32%	85%
Percentage of Tested Scoring 65-100	68%	68%	86%	20%	20%	57%
Percentage of Tested Scoring 85-100	18%	23%	31%	0%	2%	6%
Mathematics 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%
Global History and Geography						
Number Tested	373	434	462	36	51	50
Number Scoring 55-100	357	399	446	26	35	40
Number Scoring 65-100	339	377	422	19	26	29
Number Scoring 85-100	132	197	234	2	4	6
Percentage of Tested Scoring 55-100	96%	92%	97%	72%	69%	80%
Percentage of Tested Scoring 65-100	91%	87%	91%	53%	51%	58%
Percentage of Tested Scoring 85-100	35%	45%	51%	6%	8%	12%
U.S. History and Government						
Number Tested	351	384	409	20	34	49
Number Scoring 55-100	333	375	391	14	30	39
Number Scoring 65-100	314	363	365	8	27	27
Number Scoring 85-100	146	205	219	0	3	8
Percentage of Tested Scoring 55-100	95%	98%	96%	70%	88%	80%
Percentage of Tested Scoring 65-100	89%	95%	89%	40%	79%	55%
Percentage of Tested Scoring 85-100	42%	53%	54%	0%	9%	16%

(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	327	414	416	17	42	44
Number Scoring 55-100	321	410	413	17	38	42
Number Scoring 65-100	315	390	401	15	29	34
Number Scoring 85-100	117	157	159	1	2	3
Percentage of Tested Scoring 55-100	98%	99%	99%	100%	90%	95%
Percentage of Tested Scoring 65-100	96%	94%	96%	88%	69%	77%
Percentage of Tested Scoring 85-100	36%	38%	38%	6%	5%	7%
Physical Setting/Earth Science						
Number Tested	359	384	393	57	39	65
Number Scoring 55-100	341	361	361	48	27	50
Number Scoring 65-100	308	330	312	35	20	35
Number Scoring 85-100	61	120	95	2	1	3
Percentage of Tested Scoring 55-100	95%	94%	92%	84%	69%	77%
Percentage of Tested Scoring 65-100	86%	86%	79%	61%	51%	54%
Percentage of Tested Scoring 85-100	17%	31%	24%	4%	3%	5%
Physical Setting/Chemistry						
Number Tested	280	307	325	1	6	8
Number Scoring 55-100	266	287	307	#	4	6
Number Scoring 65-100	206	219	253	#	2	4
Number Scoring 85-100	29	35	60	#	0	1
Percentage of Tested Scoring 55-100	95%	93%	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%
Physical Setting/Physics						
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
Comprehensive French						
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 Italian						
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%
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	250	241	289	3	1	3
Number Scoring 55-100	245	236	286	#	#	#
Number Scoring 65-100	240	231	280	#	#	#
Number Scoring 85-100	178	145	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%	#	#	#
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	302	115	51	3	7	6
Number Scoring 55-100	268	56	17	#	3	2
Number Scoring 65-100	245	32	10	#	2	1
Number Scoring 85-100	117	3	1	#	0	0
Percentage of Tested Scoring 55-100	89%	49%	33%	#	43%	33%
Percentage of Tested Scoring 65-100	81%	28%	20%	#	29%	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
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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	328	328	328	42	42	42	370	370	370
Number Scoring 55–64	1	3	0	5	4	5	6	7	5
Number Scoring 65–84	195	117	148	22	26	22	217	143	170
Number Scoring 85–100	127	202	177	1	3	3	128	205	180
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			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			2			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)