

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-05-13-03-0000  
 Name: Central Islip Union Free School District  
 Superintendent: Fadhilika Atiba-Weza

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	131	140	164
Kindergarten	483	484	470
First	491	528	523
Second	523	489	513
Third	472	531	512
Fourth	482	515	536
Fifth	471	538	523
Sixth	471	530	528
Ungraded Elementary	240	0	0
Seventh	471	531	552
Eighth	388	504	539
Ninth	510	500	649
Tenth	387	563	518
Eleventh	332	406	374
Twelfth	312	369	340
Ungraded Secondary	373	0	0
Total K-12 Enrollment	6406	6488	6577

## 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	303	4.7%	320	4.9%	289	4.4%
Black (Not Hispanic)	2269	35.4%	2250	34.7%	2261	34.4%
Hispanic	2738	42.7%	2913	44.9%	3144	47.8%
White (Not Hispanic)	1096	17.1%	1005	15.5%	883	13.4%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	17	17
Common Branch	22	23	22
English Grade 8	20	20	22
Mathematics Grade 8	21	26	27
Science Grade 8	21	24	26
Social Studies Grade 8	22	23	24
English Grade 10	16	15	19
Mathematics Grade 10	19	15	24
Science Grade 10	25	26	26
Social Studies Grade 10	21	18	21

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
3	This is an urban or suburban school district with high 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>	700	10.7%	1000	15.1%	1419	21.1%
<b>Eligible for Free Lunch</b>	2467	38.5%	2585	39.8%	2576	39.2%

**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>		92.3%		92.6%		91.0%
<b>Student Suspensions</b>	870	13.6%	536	8.4%	498	7.7%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	15.7%	16.5%	13.1%
<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	515
Total Other Professional Staff	73
Total Paraprofessionals	147
Teaching Out of Certification*	8

\*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	241	57	24%	221	66	30%	222	61	27%
Students with Disabilities	37	5	14%	41	7	17%	48	16	33%
All Students	278	62	22%	262	73	28%	270	77	29%

\*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	92	97	9	7	59	6
Percent	34%	36%	3%	3%	22%	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)
48	16	5	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.
General-Education Students	Dropped Out	22		45		34	1.9%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	23		45		34	1.9%
Students with Disabilities	Dropped Out	5		11		12	3.0%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	6		11		12	3.0%
All Students	Dropped Out	27	1.5%	56	3.0%	46	2.1%
	Entered GED Program*	2	0.1%	0	0.0%	0	0.0%
	Total Noncompleters	29	1.6%	56	3.0%	46	2.1%

\*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	55
	Number of Students with Disabilities	0	0	30
	Number of All Students	0	0	85
	Percent of Enrollment	0%	0%	8%
6-8	Number of General-Education Students	0	0	55
	Number of Students with Disabilities	0	0	30
	Number of All Students	0	0	85
	Percent of Enrollment	0%	0%	5%
9-12	Number of General-Education Students	62	135	1847
	Number of Students with Disabilities	100	170	0
	Number of All Students	162	305	1847
	Percent of Enrollment	9%	17%	98%

## 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	0	0%	0	0%	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	1	#	0	0%	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	62	32%	0	0%	12	33%
Science	71	28%	22	18%	12	17%
Reading	14	43%	19	74%	2	#
Writing	17	41%	15	67%	2	#
Global Studies	21	29%	17	47%	3	#
U.S. Hist & Gov't	7	29%	19	42%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	37	49%	150	54%	80	50%
Science	42	50%	114	24%	96	38%
Reading	9	78%	32	50%	16	31%
Writing	9	56%	33	73%	24	63%
Global Studies	14	14%	79	16%	35	9%
U.S. Hist & Gov't	7	14%	32	22%	11	27%

(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	293	331	366	49	62	74
Number Scoring 55-100	252	281	327	39	45	53
Number Scoring 65-100	196	265	299	27	42	51
Number Scoring 85-100	57	96	128	9	16	13
Percentage of Tested Scoring 55-100	86%	85%	89%	80%	73%	72%
Percentage of Tested Scoring 65-100	67%	80%	82%	55%	68%	69%
Percentage of Tested Scoring 85-100	19%	29%	35%	18%	26%	18%
<b>Mathematics A</b>						
Number Tested	1	329	320	0	49	31
Number Scoring 55-100	#	229	278	0	28	24
Number Scoring 65-100	#	171	216	0	16	12
Number Scoring 85-100	#	20	25	0	0	1
Percentage of Tested Scoring 55-100	#	70%	87%	0%	57%	77%
Percentage of Tested Scoring 65-100	#	52%	68%	0%	33%	39%
Percentage of Tested Scoring 85-100	#	6%	8%	0%	0%	3%
<b>Mathematics B</b>						
Number Tested	0	5	0	0	1	0
Number Scoring 55-100	0	4	0	0	#	0
Number Scoring 65-100	0	2	0	0	#	0
Number Scoring 85-100	0	0	0	0	#	0
Percentage of Tested Scoring 55-100	0%	80%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	40%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	321	348	445	55	84	42
Number Scoring 55-100	254	249	374	41	46	28
Number Scoring 65-100	202	198	331	34	27	22
Number Scoring 85-100	34	42	82	7	4	0
Percentage of Tested Scoring 55-100	79%	72%	84%	75%	55%	67%
Percentage of Tested Scoring 65-100	63%	57%	74%	62%	32%	52%
Percentage of Tested Scoring 85-100	11%	12%	18%	13%	5%	0%
<b>U.S. History and Government</b>						
Number Tested	273	321	308	47	56	54
Number Scoring 55-100	242	294	281	41	47	46
Number Scoring 65-100	196	268	250	31	40	40
Number Scoring 85-100	34	87	58	4	18	6
Percentage of Tested Scoring 55-100	89%	92%	91%	87%	84%	85%
Percentage of Tested Scoring 65-100	72%	83%	81%	66%	71%	74%
Percentage of Tested Scoring 85-100	12%	27%	19%	9%	32%	11%

(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	239	391	303	34	61	30
Number Scoring 55-100	230	360	279	34	52	22
Number Scoring 65-100	217	310	232	32	38	18
Number Scoring 85-100	42	33	24	3	2	0
Percentage of Tested Scoring 55-100	96%	92%	92%	100%	85%	73%
Percentage of Tested Scoring 65-100	91%	79%	77%	94%	62%	60%
Percentage of Tested Scoring 85-100	18%	8%	8%	9%	3%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	271	131	229	40	14	17
Number Scoring 55-100	201	98	177	29	5	10
Number Scoring 65-100	145	82	137	22	3	6
Number Scoring 85-100	13	7	17	1	0	2
Percentage of Tested Scoring 55-100	74%	75%	77%	72%	36%	59%
Percentage of Tested Scoring 65-100	54%	63%	60%	55%	21%	35%
Percentage of Tested Scoring 85-100	5%	5%	7%	3%	0%	12%
<b>Physical Setting/Chemistry</b>						
Number Tested	105	111	167	13	11	18
Number Scoring 55-100	90	79	111	12	8	11
Number Scoring 65-100	34	52	54	8	6	7
Number Scoring 85-100	2	2	2	0	1	0
Percentage of Tested Scoring 55-100	86%	71%	66%	92%	73%	61%
Percentage of Tested Scoring 65-100	32%	47%	32%	62%	55%	39%
Percentage of Tested Scoring 85-100	2%	2%	1%	0%	9%	0%
<b>Physical Setting/Physics</b>						
Number Tested			7			1
Number Scoring 55-100			5			#
Number Scoring 65-100			5			#
Number Scoring 85-100			0			#
Percentage of Tested Scoring 55-100			71%			#
Percentage of Tested Scoring 65-100			71%			#
Percentage of Tested Scoring 85-100			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	30	26	55	6	4	8
Number Scoring 55-100	26	24	54	5	#	8
Number Scoring 65-100	21	23	53	5	#	8
Number Scoring 85-100	6	9	20	1	#	3
Percentage of Tested Scoring 55-100	87%	92%	98%	83%	#	100%
Percentage of Tested Scoring 65-100	70%	88%	96%	83%	#	100%
Percentage of Tested Scoring 85-100	20%	35%	36%	17%	#	38%
<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	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	86	84	117	17	13	14
Number Scoring 55-100	76	78	113	14	10	13
Number Scoring 65-100	72	77	112	12	10	12
Number Scoring 85-100	50	61	83	10	7	8
Percentage of Tested Scoring 55-100	88%	93%	97%	82%	77%	93%
Percentage of Tested Scoring 65-100	84%	92%	96%	71%	77%	86%
Percentage of Tested Scoring 85-100	58%	73%	71%	59%	54%	57%
<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	69	131	0	11	18	0
Number Scoring 55-100	55	91	0	8	13	0
Number Scoring 65-100	47	69	0	7	11	0
Number Scoring 85-100	22	18	0	5	3	0
Percentage of Tested Scoring 55-100	80%	69%	0%	73%	72%	0%
Percentage of Tested Scoring 65-100	68%	53%	0%	64%	61%	0%
Percentage of Tested Scoring 85-100	32%	14%	0%	45%	17%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	45	82%	64	92%
Students with Disabilities	0	0%	8	88%	7	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
<b>Nov 2003</b>	General-Education Students	459	14%	15%	60%	11%
	Students with Disabilities	69	59%	7%	32%	1%
	All Students	528	20%	14%	56%	10%

## 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	445	6%	69%	24%	1%
	Students with Disabilities	59	36%	61%	3%	0%
	All Students	504	10%	68%	21%	1%

(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	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	4	1	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	294	294	294	73	73	73	367	367	367
Number Scoring 55–64	32	9	32	3	6	5	35	15	37
Number Scoring 65–84	127	128	158	25	17	32	152	145	190
Number Scoring 85–100	22	60	27	6	18	4	28	78	31
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			302			15
Beginning (0-18)			28			0
Intermediate (19-31)			61			2
Advanced (32-36)			137			9
Proficient (37-39)			76			4
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			303			16
Beginning (0-14)			74			3
Intermediate (15-24)			90			6
Advanced (25-32)			112			5
Proficient (33-35)			27			2
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			345			21
Beginning (0-18)			17			0
Intermediate (19-31)			71			8
Advanced (32-36)			142			10
Proficient (37-39)			115			3
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			347			21
Beginning (0-14)			52			8
Intermediate (15-24)			175			11
Advanced (25-32)			86			2
Proficient (33-35)			34			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			127			13
Beginning (0-18)			13			0
Intermediate (19-31)			8			1
Advanced (32-36)			41			9
Proficient (37-39)			65			3
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			127			13
Beginning (0-14)			15			2
Intermediate (15-24)			38			8
Advanced (25-32)			72			3
Proficient (33-35)			2			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			125			6
Beginning (0-18)			19			0
Intermediate (19-31)			19			0
Advanced (32-36)			42			4
Proficient (37-39)			45			2
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			125			6
Beginning (0-14)			13			2
Intermediate (15-24)			59			2
Advanced (25-32)			45			2
Proficient (33-35)			8			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			134			4
Beginning (0-18)			25			#
Intermediate (19-31)			44			#
Advanced (32-36)			35			#
Proficient (37-39)			30			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			134			4
Beginning (0-14)			27			#
Intermediate (15-24)			52			#
Advanced (25-32)			50			#
Proficient (33-35)			5			#

\*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)