

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	2002-03	2003-04	2004-05
Pre-K	140	164	138
Kindergarten	484	470	472
First	528	523	487
Second	489	513	483
Third	531	512	480
Fourth	515	536	462
Fifth	538	523	524
Sixth	530	528	496
Ungraded Elementary	0	0	0
Seventh	531	552	530
Eighth	504	539	499
Ninth	500	649	698
Tenth	563	518	474
Eleventh	406	374	405
Twelfth	369	340	305
Ungraded Secondary	0	0	0
Total K-12 Enrollment	6488	6577	6315

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	320	4.9%	289	4.4%	250	4.0%
Black (Not Hispanic)	2250	34.7%	2261	34.4%	2129	33.7%
Hispanic	2913	44.9%	3144	47.8%	3193	50.6%
White (Not Hispanic)	1005	15.5%	883	13.4%	743	11.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	17	17
Common Branch	23	22	21
English Grade 8	20	22	28
Mathematics Grade 8	26	27	27
Science Grade 8	24	26	27
Social Studies Grade 8	23	24	26
English Grade 10	15	19	17
Mathematics Grade 10	15	24	16
Science Grade 10	26	26	20
Social Studies Grade 10	18	21	21

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1000	15.1%	1419	21.1%	890	13.8%
Eligible for Free Lunch	2585	39.8%	2576	39.2%	2496	39.5%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.6%		91.0%		93.7%
Student Suspensions	536	8.4%	498	7.7%	516	7.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	16.5%	13.1%	15.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	517
Total Other Professional Staff	72
Total Paraprofessionals	153
Teaching Out of Certification*	22

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	221	222	209
	Regents Diplomas	66	61	156
	% Regents Diplomas	30%	27%	75%
	Regents Diplomas with Advanced Designation**			42
	% Regents Diplomas with Advanced Designation			20%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	41	48	45
	Regents Diplomas	7	16	20
	% Regents Diplomas	17%	33%	44%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			4%
	IEP Diplomas or Local Certificates	21	5	20
All Students	Total Graduates*	262	270	254
	Regents Diplomas	73	77	176
	% Regents Diplomas	28%	29%	69%
	Regents Diplomas with Advanced Designation**			44
	% Regents Diplomas with Advanced Designation			17%
	IEP Diplomas or Local Certificates	21	5	20

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	82	75	5	5	35	0	0	7
	Percent	39%	36%	2%	2%	17%	0%	0%	3%
Students with Disabilities	Number	14	21	2	2	3	0	0	3
	Percent	31%	47%	4%	4%	7%	0%	0%	7%
All Students	Number	96	96	7	7	38	0	0	10
	Percent	38%	38%	3%	3%	15%	0%	0%	4%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	45		34	1.9%	73	4.4%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	45		34	1.9%	73	4.4%
Students with Disabilities	Dropped Out	11		12	3.0%	25	7.5%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	11		12	3.0%	25	7.5%
All Students	Dropped Out	56	3.0%	46	2.1%	98	4.9%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	56	3.0%	46	2.1%	98	4.9%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	55	0
	Number of Students with Disabilities	0	30	0
	Number of All Students	0	85	0
	Percent of Enrollment	0%	8%	0%
6-8	Number of General-Education Students	0	55	0
	Number of Students with Disabilities	0	30	0
	Number of All Students	0	85	0
	Percent of Enrollment	0%	5%	0%
9-12	Number of General-Education Students	135	1847	0
	Number of Students with Disabilities	170	0	0
	Number of All Students	305	1847	0
	Percent of Enrollment	17%	98%	0%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	12	33%	1	#
Science	22	18%	12	17%	2	#
Reading	19	74%	2	#	1	#
Writing	15	67%	2	#	0	0%
Global Studies	17	47%	3	#	0	0%
U.S. Hist & Gov't	19	42%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	150	54%	80	50%	63	44%
Science	114	24%	96	38%	85	31%
Reading	32	50%	16	31%	41	34%
Writing	33	73%	24	63%	37	57%
Global Studies	79	16%	35	9%	41	15%
U.S. Hist & Gov't	32	22%	11	27%	28	25%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	331	366	379	62	74	52
Number Scoring 55-100	281	327	350	45	53	34
Number Scoring 65-100	265	299	329	42	51	29
Number Scoring 85-100	96	128	103	16	13	2
Percentage of Tested Scoring 55-100	85%	89%	92%	73%	72%	65%
Percentage of Tested Scoring 65-100	80%	82%	87%	68%	69%	56%
Percentage of Tested Scoring 85-100	29%	35%	27%	26%	18%	4%
Mathematics A						
Number Tested	329	320	397	49	31	52
Number Scoring 55-100	229	278	347	28	24	27
Number Scoring 65-100	171	216	298	16	12	15
Number Scoring 85-100	20	25	32	0	1	0
Percentage of Tested Scoring 55-100	70%	87%	87%	57%	77%	52%
Percentage of Tested Scoring 65-100	52%	68%	75%	33%	39%	29%
Percentage of Tested Scoring 85-100	6%	8%	8%	0%	3%	0%
Mathematics B						
Number Tested	5	0	119	1	0	2
Number Scoring 55-100	4	0	38	#	0	#
Number Scoring 65-100	2	0	23	#	0	#
Number Scoring 85-100	0	0	2	#	0	#
Percentage of Tested Scoring 55-100	80%	0%	32%	#	0%	#
Percentage of Tested Scoring 65-100	40%	0%	19%	#	0%	#
Percentage of Tested Scoring 85-100	0%	0%	2%	#	0%	#
Global History and Geography						
Number Tested	348	445	430	84	42	45
Number Scoring 55-100	249	374	337	46	28	23
Number Scoring 65-100	198	331	260	27	22	10
Number Scoring 85-100	42	82	67	4	0	0
Percentage of Tested Scoring 55-100	72%	84%	78%	55%	67%	51%
Percentage of Tested Scoring 65-100	57%	74%	60%	32%	52%	22%
Percentage of Tested Scoring 85-100	12%	18%	16%	5%	0%	0%
U.S. History and Government						
Number Tested	321	308	334	56	54	29
Number Scoring 55-100	294	281	302	47	46	21
Number Scoring 65-100	268	250	271	40	40	20
Number Scoring 85-100	87	58	89	18	6	0
Percentage of Tested Scoring 55-100	92%	91%	90%	84%	85%	72%
Percentage of Tested Scoring 65-100	83%	81%	81%	71%	74%	69%
Percentage of Tested Scoring 85-100	27%	19%	27%	32%	11%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	391	303	407	61	30	28
Number Scoring 55-100	360	279	350	52	22	14
Number Scoring 65-100	310	232	315	38	18	11
Number Scoring 85-100	33	24	52	2	0	0
Percentage of Tested Scoring 55-100	92%	92%	86%	85%	73%	50%
Percentage of Tested Scoring 65-100	79%	77%	77%	62%	60%	39%
Percentage of Tested Scoring 85-100	8%	8%	13%	3%	0%	0%
Physical Setting/Earth Science						
Number Tested	131	229	158	14	17	9
Number Scoring 55-100	98	177	115	5	10	4
Number Scoring 65-100	82	137	82	3	6	2
Number Scoring 85-100	7	17	4	0	2	0
Percentage of Tested Scoring 55-100	75%	77%	73%	36%	59%	44%
Percentage of Tested Scoring 65-100	63%	60%	52%	21%	35%	22%
Percentage of Tested Scoring 85-100	5%	7%	3%	0%	12%	0%
Physical Setting/Chemistry						
Number Tested	111	167	139	11	18	2
Number Scoring 55-100	79	111	99	8	11	#
Number Scoring 65-100	52	54	52	6	7	#
Number Scoring 85-100	2	2	0	1	0	#
Percentage of Tested Scoring 55-100	71%	66%	71%	73%	61%	#
Percentage of Tested Scoring 65-100	47%	32%	37%	55%	39%	#
Percentage of Tested Scoring 85-100	2%	1%	0%	9%	0%	#
Physical Setting/Physics						
Number Tested		7	12		1	1
Number Scoring 55-100		5	9		#	#
Number Scoring 65-100		5	7		#	#
Number Scoring 85-100		0	1		#	#
Percentage of Tested Scoring 55-100		71%	75%		#	#
Percentage of Tested Scoring 65-100		71%	58%		#	#
Percentage of Tested Scoring 85-100		0%	8%		#	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	26	55	32	4	8	1
Number Scoring 55-100	24	54	32	#	8	#
Number Scoring 65-100	23	53	31	#	8	#
Number Scoring 85-100	9	20	19	#	3	#
Percentage of Tested Scoring 55-100	92%	98%	100%	#	100%	#
Percentage of Tested Scoring 65-100	88%	96%	97%	#	100%	#
Percentage of Tested Scoring 85-100	35%	36%	59%	#	38%	#
Comprehensive Italian						
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 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	84	117	77	13	14	1
Number Scoring 55-100	78	113	69	10	13	#
Number Scoring 65-100	77	112	66	10	12	#
Number Scoring 85-100	61	83	46	7	8	#
Percentage of Tested Scoring 55-100	93%	97%	90%	77%	93%	#
Percentage of Tested Scoring 65-100	92%	96%	86%	77%	86%	#
Percentage of Tested Scoring 85-100	73%	71%	60%	54%	57%	#
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	465	11%	12%	57%	21%
	Students with Disabilities	59	39%	22%	37%	2%
	All Students	524	14%	13%	54%	19%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	413	9%	54%	36%	1%
	Students with Disabilities	69	19%	74%	7%	0%
	All Students	482	10%	57%	32%	1%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	4	1	#	#	#	#
Middle Level						
Social Studies	6	2	1	0	1	4
Secondary Level						
English Language Arts	6	0	0	1	1	4
Social Studies	5	0	0	1	0	4
Mathematics	5	0	0	1	0	4
Science	6	0	1	1	0	4

2001 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	303	303	303	118	118	118	421	421	421
Number Scoring 55–64	29	26	25	14	6	10	43	32	35
Number Scoring 65–84	145	154	166	33	43	39	178	197	205
Number Scoring 85–100	37	53	38	4	5	4	41	58	42
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		302	369		15	20
Beginning		28	32		0	0
Intermediate		61	117		2	7
Advanced		137	146		9	12
Proficient		76	74		4	1
Reading and Writing (Grade K-1)						
Number Tested		303	369		16	20
Beginning		74	135		3	10
Intermediate		90	167		6	7
Advanced		112	41		5	2
Proficient		27	26		2	1
Listening and Speaking (Grade 2-4)						
Number Tested		345	367		21	33
Beginning		17	13		0	2
Intermediate		71	42		8	9
Advanced		142	220		10	19
Proficient		115	92		3	3
Reading and Writing (Grade 2-4)						
Number Tested		347	366		21	32
Beginning		52	19		8	4
Intermediate		175	93		11	14
Advanced		86	177		2	14
Proficient		34	77		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		127	170		13	13
Beginning		13	24		0	2
Intermediate		8	12		1	1
Advanced		41	93		9	9
Proficient		65	41		3	1
Reading and Writing (Grade 5-6)						
Number Tested		127	169		13	13
Beginning		15	25		2	2
Intermediate		38	30		8	6
Advanced		72	77		3	4
Proficient		2	37		0	1

*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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		125	117		6	7
Beginning		19	12		0	0
Intermediate		19	20		0	1
Advanced		42	53		4	6
Proficient		45	32		2	0
Reading and Writing (Grade 7-8)						
Number Tested		125	120		6	7
Beginning		13	22		2	2
Intermediate		59	38		2	3
Advanced		45	37		2	2
Proficient		8	23		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		134	169		4	2
Beginning		25	10		#	#
Intermediate		44	61		#	#
Advanced		35	63		#	#
Proficient		30	35		#	#
Reading and Writing (Grade 9-12)						
Number Tested		134	169		4	2
Beginning		27	14		#	#
Intermediate		52	70		#	#
Advanced		50	54		#	#
Proficient		5	31		#	#

*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)