

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-04-10-03-0017

Grade Range : 9-12

Name: Commack High School

Principal: Ronald Vale

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	516	491	524
Tenth	445	523	500
Eleventh	431	447	551
Twelfth	479	443	442
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1871	1904	2017

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	115	6.1%	132	6.9%	151	7.5%
Black (Not Hispanic)	24	1.3%	20	1.1%	20	1.0%
Hispanic	44	2.4%	51	2.7%	63	3.1%
White (Not Hispanic)	1688	90.2%	1701	89.3%	1783	88.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	24	25	22
Mathematics Grade 10	20	20	22
Science Grade 10	23	27	25
Social Studies Grade 10	25	25	26

(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
53	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 middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	10	0.5%	18	0.9%	14	0.7%
Eligible for Free Lunch	8	0.4%	14	0.7%	28	1.4%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.0%		94.2%		95.7%
Student Suspensions	84	4.7%	65	3.5%	81	4.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.9%	0.9%	0.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	91%	99%	100%

Staff Counts

Staff	2002–2003
Total Teachers	173
Total Other Professional Staff	21
Total Paraprofessionals	NA
Teaching Out of Certification*	8
Teachers with Temporary Licenses	2

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	410	347	85%	356	337	95%	377	365	97%
Students with Disabilities	50	21	42%	50	25	50%	52	29	56%
All Students	460	368	80%	406	362	89%	429	394	92%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	321	85	1	3	7	12
Percent	75%	20%	0%	1%	2%	3%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
52	29	4	56

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			10		13	
	Entered GED Program*			2		2	
	Total Noncompleters			12		15	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			3		2	
	Total Noncompleters			3		2	
All Students	Dropped Out	13	0.7%	10	0.5%	13	0.6%
	Entered GED Program*	6	0.3%	5	0.3%	4	0.2%
	Total Noncompleters	19	1.0%	15	0.8%	17	0.8%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	455
	Number of Students with Disabilities		78	45
	Number of All Students		78	500
	Percent of Enrollment		4%	25%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	22	100%	0	0%	3	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%	6	83%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	1	#	2	#
Science	12	100%	1	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	3	#	1	#	0	0%
U.S. Hist & Gov't	7	29%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	25	64%	4	#
Science	11	64%	11	55%	2	#
Reading	0	0%	16	75%	0	0%
Writing	0	0%	18	89%	0	0%
Global Studies	1	#	20	50%	3	#
U.S. Hist & Gov't	19	47%	7	43%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	444	436	521	54	54	59
Number Scoring 55–100	442	430	516	53	50	55
Number Scoring 65–100	433	423	511	47	45	52
Number Scoring 85–100	204	304	354	5	10	10
Percentage of Tested Scoring 55–100	100%	99%	99%	98%	93%	93%
Percentage of Tested Scoring 65–100	98%	97%	98%	87%	83%	88%
Percentage of Tested Scoring 85–100	46%	70%	68%	9%	19%	17%
Mathematics A						
Number Tested	427	561	563	30	70	101
Number Scoring 55–100	400	516	516	23	45	72
Number Scoring 65–100	363	453	472	17	36	56
Number Scoring 85–100	200	170	98	3	0	6
Percentage of Tested Scoring 55–100	94%	92%	92%	77%	64%	71%
Percentage of Tested Scoring 65–100	85%	81%	84%	57%	51%	55%
Percentage of Tested Scoring 85–100	47%	30%	17%	10%	0%	6%
Mathematics B (first administered June 2001)						
Number Tested	0	205	384	0	0	15
Number Scoring 55–100	0	204	352	0	0	11
Number Scoring 65–100	0	204	301	0	0	6
Number Scoring 85–100	0	93	78	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	92%	0%	0%	73%
Percentage of Tested Scoring 65–100	0%	100%	78%	0%	0%	40%
Percentage of Tested Scoring 85–100	0%	45%	20%	0%	0%	0%
Global History and Geography						
Number Tested	450	547	503	57	69	75
Number Scoring 55–100	447	542	485	56	65	64
Number Scoring 65–100	431	515	474	48	48	57
Number Scoring 85–100	186	218	254	6	4	7
Percentage of Tested Scoring 55–100	99%	99%	96%	98%	94%	85%
Percentage of Tested Scoring 65–100	96%	94%	94%	84%	70%	76%
Percentage of Tested Scoring 85–100	41%	40%	50%	11%	6%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	409	462	527	46	60	60
Number Scoring 55–100	392	455	519	40	56	54
Number Scoring 65–100	374	439	513	34	48	50
Number Scoring 85–100	205	183	312	9	7	5
Percentage of Tested Scoring 55–100	96%	98%	98%	87%	93%	90%
Percentage of Tested Scoring 65–100	91%	95%	97%	74%	80%	83%
Percentage of Tested Scoring 85–100	50%	40%	59%	20%	12%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	460	504	465	34	63	64
Number Scoring 55–100	460	504	463	34	63	62
Number Scoring 65–100	458	500	455	32	60	55
Number Scoring 85–100	180	240	203	5	5	5
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	97%
Percentage of Tested Scoring 65–100	100%	99%	98%	94%	95%	86%
Percentage of Tested Scoring 85–100	39%	48%	44%	15%	8%	8%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	56	234	251	17	38	43
Number Scoring 55–100	51	222	247	14	34	42
Number Scoring 65–100	38	210	242	10	31	41
Number Scoring 85–100	4	54	58	0	2	7
Percentage of Tested Scoring 55–100	91%	95%	98%	82%	89%	98%
Percentage of Tested Scoring 65–100	68%	90%	96%	59%	82%	95%
Percentage of Tested Scoring 85–100	7%	23%	23%	0%	5%	16%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		385	420		10	14
Number Scoring 55–100		376	396		7	10
Number Scoring 65–100		316	315		4	7
Number Scoring 85–100		51	78		2	0
Percentage of Tested Scoring 55–100		98%	94%		70%	71%
Percentage of Tested Scoring 65–100		82%	75%		40%	50%
Percentage of Tested Scoring 85–100		13%	19%		20%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	43	66	68	0	0	0
Number Scoring 55–100	43	66	68	0	0	0
Number Scoring 65–100	41	63	68	0	0	0
Number Scoring 85–100	21	35	47	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	49%	53%	69%	0%	0%	0%
Comprehensive Italian						
Number Tested	87	89	112	0	0	4
Number Scoring 55–100	86	89	111	0	0	#
Number Scoring 65–100	85	89	111	0	0	#
Number Scoring 85–100	56	41	69	0	0	#
Percentage of Tested Scoring 55–100	99%	100%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	98%	100%	99%	0%	0%	#
Percentage of Tested Scoring 85–100	64%	46%	62%	0%	0%	#
Comprehensive German						
Number Tested	10	20	30	0	1	1
Number Scoring 55–100	10	20	30	0	#	#
Number Scoring 65–100	10	19	30	0	#	#
Number Scoring 85–100	4	6	18	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	95%	100%	0%	#	#
Percentage of Tested Scoring 85–100	40%	30%	60%	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	246	249	331	0	8	12
Number Scoring 55–100	245	248	330	0	8	12
Number Scoring 65–100	242	246	329	0	7	12
Number Scoring 85–100	176	160	212	0	2	7
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	100%	100%
Percentage of Tested Scoring 65–100	98%	99%	99%	0%	88%	100%
Percentage of Tested Scoring 85–100	72%	64%	64%	0%	25%	58%
Comprehensive Latin						
Number Tested	0	0	7	0	0	0
Number Scoring 55–100	0	0	7	0	0	0
Number Scoring 65–100	0	0	7	0	0	0
Number Scoring 85–100	0	0	6	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	86%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	329	29	5	69	10	2
Number Scoring 55–100	295	23	2	59	8	#
Number Scoring 65–100	278	18	2	51	7	#
Number Scoring 85–100	103	2	0	17	0	#
Percentage of Tested Scoring 55–100	90%	79%	40%	86%	80%	#
Percentage of Tested Scoring 65–100	84%	62%	40%	74%	70%	#
Percentage of Tested Scoring 85–100	31%	7%	0%	25%	0%	#
Sequential Mathematics, Course III						
Number Tested	445	195	13	30	27	4
Number Scoring 55–100	424	187	10	25	24	#
Number Scoring 65–100	402	182	8	21	24	#
Number Scoring 85–100	221	79	0	6	6	#
Percentage of Tested Scoring 55–100	95%	96%	77%	83%	89%	#
Percentage of Tested Scoring 65–100	90%	93%	62%	70%	89%	#
Percentage of Tested Scoring 85–100	50%	41%	0%	20%	22%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	46	100%	72	100%	61	97%
Students with Disabilities	36	97%	22	77%	27	85%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 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	373	373	373	53	53	53	426	426	426
Number Scoring 55–64	2	2	3	7	7	3	9	9	6
Number Scoring 65–84	183	198	152	33	31	37	216	229	189
Number Scoring 85–100	185	171	217	5	6	6	190	177	223
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)