

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-05-03-03-0000

Name: East Islip Union Free School District

Superintendent: Michael J. Capozzi

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	113	134	126
Kindergarten	355	396	369
First	415	408	399
Second	378	412	411
Third	467	397	418
Fourth	409	460	401
Fifth	419	424	455
Sixth	413	419	431
Ungraded Elementary	0	0	0
Seventh	416	429	435
Eighth	387	428	421
Ninth	386	406	430
Tenth	361	358	369
Eleventh	337	348	365
Twelfth	309	342	308
Ungraded Secondary	0	0	0
Total K-12 Enrollment	5052	5227	5212

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	94	1.9%	104	2.0%	109	2.1%
Black (Not Hispanic)	30	0.6%	40	0.8%	39	0.7%
Hispanic	193	3.8%	168	3.2%	200	3.8%
White (Not Hispanic)	4735	93.7%	4915	94.0%	4864	93.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	18	18
Common Branch	25	25	24
English Grade 8	22	22	22
Mathematics Grade 8	23	23	20
Science Grade 8	22	23	23
Social Studies Grade 8	23	23	22
English Grade 10	24	22	24
Mathematics Grade 10	21	23	26
Science Grade 10	23	22	25
Social Studies Grade 10	24	24	24

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	80	1.6%	62	1.2%	61	1.1%
Eligible for Free Lunch	256	5.4%	259	5.0%	187	3.6%

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		95.1%		95.5%		95.5%
Student Suspensions	143	2.9%	224	4.4%	300	5.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.3%	3.4%	3.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	366
Total Other Professional Staff	69
Total Paraprofessionals	89
Teaching Out of Certification*	9
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	246	199	81%	279	237	85%	275	226	82%
Students with Disabilities	20	5	25%	21	7	33%	23	6	26%
All Students	266	204	77%	300	244	81%	298	232	78%

*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	169	93	3	7	22	4
Percent	57%	31%	1%	2%	7%	1%

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)
23	6	5	28

*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			40		20	
	Entered GED Program*			0		0	
	Total Noncompleters			40		20	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			0		0	
	Total Noncompleters			3		0	
All Students	Dropped Out	34	2.4%	43	3.0%	20	1.4%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	34	2.4%	43	3.0%	20	1.4%

*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%	27%

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	32
	Number of Students with Disabilities		0	115
	Number of All Students		0	147
	Percent of Enrollment		0%	10%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	40	100%	50	96%	35	100%
German	0	0%	0	0%	0	0%
Italian	58	98%	105	99%	108	100%
Latin	0	0%	0	0%	0	0%
Spanish	226	99%	237	91%	247	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	3	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	20	75%	0	0%	1	#

(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	0	0%	1	#	0	0%
Science	3	#	1	#	1	#
Reading	0	0%	3	#	0	0%
Writing	1	#	2	#	1	#
Global Studies	6	67%	1	#	0	0%
U.S. Hist & Gov't	10	70%	2	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	65%	12	50%	22	73%
Science	10	50%	5	60%	11	36%
Reading	1	#	6	100%	0	0%
Writing	0	0%	6	100%	9	100%
Global Studies	0	0%	10	70%	7	71%
U.S. Hist & Gov't	1	#	9	78%	10	80%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	251	372	355	24	27	25
Number Scoring 55–100	245	358	337	20	20	16
Number Scoring 65–100	226	334	318	17	16	14
Number Scoring 85–100	105	173	152	0	5	5
Percentage of Tested Scoring 55–100	98%	96%	95%	83%	74%	64%
Percentage of Tested Scoring 65–100	90%	90%	90%	71%	59%	56%
Percentage of Tested Scoring 85–100	42%	47%	43%	0%	19%	20%
Mathematics A						
Number Tested	0	356	326	0	14	13
Number Scoring 55–100	0	310	312	0	9	11
Number Scoring 65–100	0	277	291	0	8	7
Number Scoring 85–100	0	143	100	0	2	1
Percentage of Tested Scoring 55–100	0%	87%	96%	0%	64%	85%
Percentage of Tested Scoring 65–100	0%	78%	89%	0%	57%	54%
Percentage of Tested Scoring 85–100	0%	40%	31%	0%	14%	8%
Mathematics B (first administered June 2001)						
Number Tested	0	0	155	0	0	3
Number Scoring 55–100	0	0	154	0	0	#
Number Scoring 65–100	0	0	152	0	0	#
Number Scoring 85–100	0	0	26	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	#
Global History and Geography						
Number Tested	363	361	390	25	22	32
Number Scoring 55–100	343	339	367	20	15	25
Number Scoring 65–100	322	315	348	17	10	20
Number Scoring 85–100	139	94	150	5	2	5
Percentage of Tested Scoring 55–100	94%	94%	94%	80%	68%	78%
Percentage of Tested Scoring 65–100	89%	87%	89%	68%	45%	62%
Percentage of Tested Scoring 85–100	38%	26%	38%	20%	9%	16%
U.S. History and Government (first administered June 2001)						
Number Tested	325	345	388	22	23	22
Number Scoring 55–100	303	322	373	15	18	18
Number Scoring 65–100	275	290	341	12	18	16
Number Scoring 85–100	108	62	169	6	4	5
Percentage of Tested Scoring 55–100	93%	93%	96%	68%	78%	82%
Percentage of Tested Scoring 65–100	85%	84%	88%	55%	78%	73%
Percentage of Tested Scoring 85–100	33%	18%	44%	27%	17%	23%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	366	393	377	37	24	35
Number Scoring 55–100	348	377	357	26	22	25
Number Scoring 65–100	329	365	334	19	15	19
Number Scoring 85–100	72	132	96	2	2	2
Percentage of Tested Scoring 55–100	95%	96%	95%	70%	92%	71%
Percentage of Tested Scoring 65–100	90%	93%	89%	51%	62%	54%
Percentage of Tested Scoring 85–100	20%	34%	25%	5%	8%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	344	386	445	11	15	35
Number Scoring 55–100	333	321	423	8	9	28
Number Scoring 65–100	317	295	390	8	6	21
Number Scoring 85–100	134	138	156	4	2	2
Percentage of Tested Scoring 55–100	97%	83%	95%	73%	60%	80%
Percentage of Tested Scoring 65–100	92%	76%	88%	73%	40%	60%
Percentage of Tested Scoring 85–100	39%	36%	35%	36%	13%	6%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		196	231		2	3
Number Scoring 55–100		185	225		#	#
Number Scoring 65–100		152	196		#	#
Number Scoring 85–100		13	43		#	#
Percentage of Tested Scoring 55–100		94%	97%		#	#
Percentage of Tested Scoring 65–100		78%	85%		#	#
Percentage of Tested Scoring 85–100		7%	19%		#	#
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	35	37	30	0	1	0
Number Scoring 55–100	34	37	30	0	#	0
Number Scoring 65–100	33	37	30	0	#	0
Number Scoring 85–100	16	20	14	0	#	0
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	94%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	46%	54%	47%	0%	#	0%
Comprehensive Italian						
Number Tested	53	89	54	1	3	3
Number Scoring 55–100	53	83	53	#	#	#
Number Scoring 65–100	51	78	51	#	#	#
Number Scoring 85–100	20	21	15	#	#	#
Percentage of Tested Scoring 55–100	100%	93%	98%	#	#	#
Percentage of Tested Scoring 65–100	96%	88%	94%	#	#	#
Percentage of Tested Scoring 85–100	38%	24%	28%	#	#	#
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	191	174	203	11	5	6
Number Scoring 55–100	187	172	203	11	4	6
Number Scoring 65–100	182	164	199	10	4	5
Number Scoring 85–100	105	81	144	1	1	4
Percentage of Tested Scoring 55–100	98%	99%	100%	100%	80%	100%
Percentage of Tested Scoring 65–100	95%	94%	98%	91%	80%	83%
Percentage of Tested Scoring 85–100	55%	47%	71%	9%	20%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	392	62	14	15	3	1
Number Scoring 55–100	302	41	9	9	#	#
Number Scoring 65–100	277	27	7	8	#	#
Number Scoring 85–100	127	1	0	1	#	#
Percentage of Tested Scoring 55–100	77%	66%	64%	60%	#	#
Percentage of Tested Scoring 65–100	71%	44%	50%	53%	#	#
Percentage of Tested Scoring 85–100	32%	2%	0%	7%	#	#
Sequential Mathematics, Course III						
Number Tested	234	275	23	5	4	0
Number Scoring 55–100	194	246	19	3	#	0
Number Scoring 65–100	177	229	17	3	#	0
Number Scoring 85–100	74	112	4	2	#	0
Percentage of Tested Scoring 55–100	83%	89%	83%	60%	#	0%
Percentage of Tested Scoring 65–100	76%	83%	74%	60%	#	0%
Percentage of Tested Scoring 85–100	32%	41%	17%	40%	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	54	100%	64	100%	59	97%
Students with Disabilities	5	100%	8	100%	6	100%

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	411	2%	6%	70%	23%
	Students with Disabilities	33	12%	15%	70%	3%
	All Students	444	2%	6%	70%	21%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	384	1%	17%	70%	12%
	Students with Disabilities	25	4%	64%	32%	0%
	All Students	409	1%	20%	68%	11%

(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	5	0	0	0	1	4
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	#	#	#	#

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	313	313	313	31	31	31	344	344	344
Number Scoring 55–64	7	25	6	1	1	3	8	26	9
Number Scoring 65–84	163	201	189	13	12	14	176	213	203
Number Scoring 85–100	128	55	102	5	5	2	133	60	104
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)