

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-08-01-06-0000

Name: Smithtown Central School District

Superintendent: Charles A. Planz

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	662	677	668
First	783	791	836
Second	732	802	812
Third	734	744	822
Fourth	724	747	777
Fifth	759	747	762
Sixth	754	796	771
Ungraded Elementary	155	156	144
Seventh	702	772	800
Eighth	647	703	772
Ninth	657	657	699
Tenth	607	664	661
Eleventh	609	633	650
Twelfth	527	564	615
Ungraded Secondary	0	0	0
Total K-12 Enrollment	9052	9453	9789

## 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	172	1.9%	177	1.9%	191	2.0%
Black (Not Hispanic)	43	0.5%	47	0.5%	50	0.5%
Hispanic	212	2.3%	189	2.0%	165	1.7%
White (Not Hispanic)	8625	95.3%	9040	95.6%	9383	95.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	21	22
Common Branch	22	22	22
English Grade 8	25	24	26
Mathematics Grade 8	25	26	26
Science Grade 8	25	26	26
Social Studies Grade 8	25	25	26
English Grade 10	26	25	20
Mathematics Grade 10	26	24	26
Science Grade 10	23	22	22
Social Studies Grade 10	24	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
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	63	0.7%	60	0.6%	73	0.7%
Eligible for Free Lunch	171	2.0%	141	1.6%	174	1.9%

### 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		95.6%		95.6%		95.8%
Student Suspensions	191	2.2%	207	2.3%	115	1.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.8%	1.1%	1.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	744
Total Other Professional Staff	119
Total Paraprofessionals	106
Teaching Out of Certification*	18
Teachers with Temporary Licenses	3

\*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	469	340	72%	507	419	83%	524	456	87%
Students with Disabilities	53	12	23%	49	13	27%	51	16	31%
All Students	522	352	67%	556	432	78%	575	472	82%

\*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	399	142	5	8	14	7
Percent	69%	25%	1%	1%	2%	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)
51	16	4	55

\*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		8	
	Entered GED Program*			13		12	
	Total Noncompleters			23		20	
Students with Disabilities	Dropped Out			1		5	
	Entered GED Program*			0		5	
	Total Noncompleters			1		10	
All Students	Dropped Out	12	0.5%	11	0.4%	13	0.5%
	Entered GED Program*	14	0.6%	13	0.5%	17	0.6%
	Total Noncompleters	26	1.1%	24	1.0%	30	1.1%

\*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		601	634
	Number of Students with Disabilities		117	98
	Number of All Students		718	732
	Percent of Enrollment		31%	31%
9-12	Number of General-Education Students		110	1721
	Number of Students with Disabilities		15	205
	Number of All Students		125	1926
	Percent of Enrollment		5%	73%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	97	99%	77	97%	115	98%
German	36	94%	45	96%	38	95%
Italian	143	91%	149	100%	163	99%
Latin	0	0%	0	0%	0	0%
Spanish	191	97%	305	93%	371	99%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	4	#	0	0%
German	2	#	0	0%	0	0%
Italian	3	#	9	78%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	10	40%	27	85%	0	0%

(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	1	#	0	0%	13	69%
Science	11	91%	2	#	21	62%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	3	#
Global Studies	10	30%	0	0%	1	#
U.S. Hist & Gov't	7	100%	1	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	63	87%	60	85%	15	73%
Science	41	46%	30	73%	22	50%
Reading	10	80%	4	#	24	88%
Writing	14	100%	12	75%	25	96%
Global Studies	20	35%	16	75%	17	82%
U.S. Hist & Gov't	25	76%	6	83%	21	67%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	585	597	644	72	58	78
Number Scoring 55–100	555	572	614	49	40	60
Number Scoring 65–100	523	547	598	33	27	51
Number Scoring 85–100	133	309	384	0	2	12
Percentage of Tested Scoring 55–100	95%	96%	95%	68%	69%	77%
Percentage of Tested Scoring 65–100	89%	92%	93%	46%	47%	65%
Percentage of Tested Scoring 85–100	23%	52%	60%	0%	3%	15%
<b>Mathematics A</b>						
Number Tested	0	640	673	0	80	77
Number Scoring 55–100	0	573	621	0	42	57
Number Scoring 65–100	0	514	593	0	30	49
Number Scoring 85–100	0	302	266	0	10	6
Percentage of Tested Scoring 55–100	0%	90%	92%	0%	53%	74%
Percentage of Tested Scoring 65–100	0%	80%	88%	0%	38%	64%
Percentage of Tested Scoring 85–100	0%	47%	40%	0%	12%	8%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	94	0	0	1
Number Scoring 55–100	0	0	94	0	0	#
Number Scoring 65–100	0	0	94	0	0	#
Number Scoring 85–100	0	0	58	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	62%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	603	634	666	71	71	94
Number Scoring 55–100	591	614	645	63	62	84
Number Scoring 65–100	574	607	631	57	60	77
Number Scoring 85–100	322	326	395	13	5	12
Percentage of Tested Scoring 55–100	98%	97%	97%	89%	87%	89%
Percentage of Tested Scoring 65–100	95%	96%	95%	80%	85%	82%
Percentage of Tested Scoring 85–100	53%	51%	59%	18%	7%	13%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	555	601	650	47	41	79
Number Scoring 55–100	519	585	644	36	33	77
Number Scoring 65–100	479	558	624	24	27	69
Number Scoring 85–100	278	218	370	8	5	18
Percentage of Tested Scoring 55–100	94%	97%	99%	77%	80%	97%
Percentage of Tested Scoring 65–100	86%	93%	96%	51%	66%	87%
Percentage of Tested Scoring 85–100	50%	36%	57%	17%	12%	23%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	564	598	637	49	64	81
Number Scoring 55–100	561	598	631	48	64	79
Number Scoring 65–100	556	592	620	46	60	72
Number Scoring 85–100	182	281	351	5	5	16
Percentage of Tested Scoring 55–100	99%	100%	99%	98%	100%	98%
Percentage of Tested Scoring 65–100	99%	99%	97%	94%	94%	89%
Percentage of Tested Scoring 85–100	32%	47%	55%	10%	8%	20%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	540	642	703	59	71	48
Number Scoring 55–100	517	628	679	50	67	45
Number Scoring 65–100	491	580	644	44	49	37
Number Scoring 85–100	233	273	344	10	9	12
Percentage of Tested Scoring 55–100	96%	98%	97%	85%	94%	94%
Percentage of Tested Scoring 65–100	91%	90%	92%	75%	69%	77%
Percentage of Tested Scoring 85–100	43%	43%	49%	17%	13%	25%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		255	465		10	21
Number Scoring 55–100		246	447		9	18
Number Scoring 65–100		176	371		5	11
Number Scoring 85–100		7	55		0	1
Percentage of Tested Scoring 55–100		96%	96%		90%	86%
Percentage of Tested Scoring 65–100		69%	80%		50%	52%
Percentage of Tested Scoring 85–100		3%	12%		0%	5%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	83	87	84	1	0	2
Number Scoring 55–100	83	87	84	#	0	#
Number Scoring 65–100	83	87	84	#	0	#
Number Scoring 85–100	77	64	76	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	93%	74%	90%	#	0%	#
<b>Comprehensive Italian</b>						
Number Tested	117	135	125	6	8	0
Number Scoring 55–100	117	134	125	6	8	0
Number Scoring 65–100	116	131	125	6	7	0
Number Scoring 85–100	81	70	85	1	0	0
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	100%	0%
Percentage of Tested Scoring 65–100	99%	97%	100%	100%	88%	0%
Percentage of Tested Scoring 85–100	69%	52%	68%	17%	0%	0%
<b>Comprehensive German</b>						
Number Tested	37	34	27	2	1	0
Number Scoring 55–100	36	34	27	#	#	0
Number Scoring 65–100	35	32	27	#	#	0
Number Scoring 85–100	20	18	18	#	#	0
Percentage of Tested Scoring 55–100	97%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	95%	94%	100%	#	#	0%
Percentage of Tested Scoring 85–100	54%	53%	67%	#	#	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	2	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	269	282	265	9	13	10
Number Scoring 55–100	269	280	264	9	12	10
Number Scoring 65–100	268	273	261	9	10	10
Number Scoring 85–100	193	165	182	3	3	2
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	92%	100%
Percentage of Tested Scoring 65–100	100%	97%	98%	100%	77%	100%
Percentage of Tested Scoring 85–100	72%	59%	69%	33%	23%	20%
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	662	43	6	55	3	1
Number Scoring 55–100	571	37	2	38	#	#
Number Scoring 65–100	517	34	2	33	#	#
Number Scoring 85–100	287	5	0	10	#	#
Percentage of Tested Scoring 55–100	86%	86%	33%	69%	#	#
Percentage of Tested Scoring 65–100	78%	79%	33%	60%	#	#
Percentage of Tested Scoring 85–100	43%	12%	0%	18%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	354	367	305	10	8	15
Number Scoring 55–100	344	364	296	10	7	15
Number Scoring 65–100	332	358	286	9	7	15
Number Scoring 85–100	215	246	137	4	3	5
Percentage of Tested Scoring 55–100	97%	99%	97%	100%	88%	100%
Percentage of Tested Scoring 65–100	94%	98%	94%	90%	88%	100%
Percentage of Tested Scoring 85–100	61%	67%	45%	40%	38%	33%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	99	96%	9	100%	66	100%
Students with Disabilities	21	95%	4	#	10	80%

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
<b>Nov 2002</b>	General-Education Students	664	0%	1%	56%	43%
	Students with Disabilities	116	8%	9%	72%	11%
	All Students	780	1%	2%	59%	38%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	660	0%	13%	63%	23%
	Students with Disabilities	104	5%	64%	28%	3%
	All Students	764	1%	20%	59%	20%

(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
<b>Elementary Level</b>						
Social Studies	1	1	#	#	#	#
<b>Middle Level</b>						
Social Studies	4	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	5	0	0	0	2	3
Social Studies	5	0	0	0	2	3
Mathematics	5	0	0	0	2	3
Science	5	0	0	1	2	2

## 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	532	532	532	64	64	64	596	596	596
Number Scoring 55–64	6	11	3	2	5	2	8	16	5
Number Scoring 65–84	205	299	280	33	27	34	238	326	314
Number Scoring 85–100	313	215	242	6	5	5	319	220	247
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)