

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-08-01-06-0022
 Name: Smithtown High School
 Principal: Edward Ehmann

Grade Range : 10-12

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	0	0	0
Tenth	607	664	661
Eleventh	609	633	650
Twelfth	527	564	615
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1743	1861	1926

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	31	1.8%	43	2.3%	7	0.4%
Black (Not Hispanic)	9	0.5%	8	0.4%	0	0.0%
Hispanic	39	2.2%	34	1.8%	8	0.4%
White (Not Hispanic)	1664	95.5%	1776	95.4%	1911	99.2%

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	26	25	20
Mathematics Grade 10	26	24	26
Science Grade 10	23	22	23
Social Studies Grade 10	24	26	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	8	0.5%	12	0.6%	20	1.0%
Eligible for Free Lunch	41	2.4%	25	1.3%	42	2.2%

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		93.7%		93.6%		94.2%
Student Suspensions	134	7.8%	151	8.7%	52	2.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.1%	1.5%	2.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	98%	98%

Staff Counts

Staff	2002–2003
Total Teachers	116
Total Other Professional Staff	20
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	1

*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%	43	10	23%	48	16	33%
All Students	522	352	67%	550	429	78%	572	472	83%

*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	139	5	8	14	7
Percent	70%	24%	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)
48	16	2	50

*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		3	
	Entered GED Program*			0		5	
	Total Noncompleters			1		8	
All Students	Dropped Out	11	0.6%	11	0.6%	11	0.6%
	Entered GED Program*	14	0.8%	13	0.7%	17	0.9%
	Total Noncompleters	25	1.4%	24	1.3%	28	1.5%

*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		110	1721
	Number of Students with Disabilities		15	205
	Number of All Students		125	1926
	Percent of Enrollment		7%	100%

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%	2	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	6	100%

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%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	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%	12	67%
Science	11	91%	2	#	20	60%
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	55	93%	54	83%	15	73%
Science	35	54%	25	76%	22	50%
Reading	10	80%	1	#	22	86%
Writing	13	100%	11	73%	23	96%
Global Studies	11	45%	14	86%	17	82%
U.S. Hist & Gov't	24	79%	2	#	20	65%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	580	593	641	67	54	76
Number Scoring 55–100	553	570	612	47	38	59
Number Scoring 65–100	521	547	597	31	27	50
Number Scoring 85–100	133	309	384	0	2	12
Percentage of Tested Scoring 55–100	95%	96%	95%	70%	70%	78%
Percentage of Tested Scoring 65–100	90%	92%	93%	46%	50%	66%
Percentage of Tested Scoring 85–100	23%	52%	60%	0%	4%	16%
Mathematics A						
Number Tested	0	637	670	0	78	75
Number Scoring 55–100	0	572	619	0	42	56
Number Scoring 65–100	0	513	591	0	30	48
Number Scoring 85–100	0	301	266	0	10	6
Percentage of Tested Scoring 55–100	0%	90%	92%	0%	54%	75%
Percentage of Tested Scoring 65–100	0%	81%	88%	0%	38%	64%
Percentage of Tested Scoring 85–100	0%	47%	40%	0%	13%	8%
Mathematics B (first administered June 2001)						
Number Tested	0	0	92	0	0	1
Number Scoring 55–100	0	0	92	0	0	#
Number Scoring 65–100	0	0	92	0	0	#
Number Scoring 85–100	0	0	56	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%	61%	0%	0%	#
Global History and Geography						
Number Tested	598	632	665	66	70	93
Number Scoring 55–100	590	613	644	62	61	83
Number Scoring 65–100	573	606	630	56	59	76
Number Scoring 85–100	322	326	395	13	5	12
Percentage of Tested Scoring 55–100	99%	97%	97%	94%	87%	89%
Percentage of Tested Scoring 65–100	96%	96%	95%	85%	84%	82%
Percentage of Tested Scoring 85–100	54%	52%	59%	20%	7%	13%
U.S. History and Government (first administered June 2001)						
Number Tested	553	598	647	45	38	77
Number Scoring 55–100	518	585	641	35	33	75
Number Scoring 65–100	479	558	621	24	27	67
Number Scoring 85–100	278	218	369	8	5	17
Percentage of Tested Scoring 55–100	94%	98%	99%	78%	87%	97%
Percentage of Tested Scoring 65–100	87%	93%	96%	53%	71%	87%
Percentage of Tested Scoring 85–100	50%	36%	57%	18%	13%	22%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	563	596	632	48	62	80
Number Scoring 55–100	560	596	628	47	62	78
Number Scoring 65–100	555	591	618	45	59	71
Number Scoring 85–100	182	281	351	5	5	16
Percentage of Tested Scoring 55–100	99%	100%	99%	98%	100%	97%
Percentage of Tested Scoring 65–100	99%	99%	98%	94%	95%	89%
Percentage of Tested Scoring 85–100	32%	47%	56%	10%	8%	20%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	0	642	700	0	71	46
Number Scoring 55–100	0	628	676	0	67	43
Number Scoring 65–100	0	580	643	0	49	37
Number Scoring 85–100	0	273	344	0	9	12
Percentage of Tested Scoring 55–100	0%	98%	97%	0%	94%	93%
Percentage of Tested Scoring 65–100	0%	90%	92%	0%	69%	80%
Percentage of Tested Scoring 85–100	0%	43%	49%	0%	13%	26%
Physical Setting/Chemistry (first administered June 2002)						
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%
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	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%	#
Comprehensive Italian						
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%
Comprehensive German						
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%
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	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%
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	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%	#	#
Sequential Mathematics, Course III						
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
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	531	531	531	54	54	54	585	585	585
Number Scoring 55–64	6	11	3	1	4	1	7	15	4
Number Scoring 65–84	205	299	280	32	27	33	237	326	313
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)