

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	2001-02	2002-03	2003-04
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	664	661	698
Eleventh	633	650	665
Twelfth	564	615	640
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1861	1926	2003

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	43	2.3%	7	0.4%	46	2.3%
Black (Not Hispanic)	8	0.4%	0	0.0%	11	0.5%
Hispanic	34	1.8%	8	0.4%	55	2.7%
White (Not Hispanic)	1776	95.4%	1911	99.2%	1891	94.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	25	20	21
Mathematics Grade 10	24	26	25
Science Grade 10	22	23	23
Social Studies Grade 10	26	26	24

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	12	0.6%	20	1.0%	27	1.4%
Eligible for Free Lunch	25	1.3%	42	2.2%	47	2.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.6%		94.2%		94.5%
Student Suspensions	151	8.7%	52	2.8%	50	2.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	1.5%	2.1%	2.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	98%	99%

Staff Counts

Staff	2003-04
Total Teachers	139
Total Other Professional Staff	28
Total Paraprofessionals	NA
Teaching Out of Certification*	0

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	507	419	83%	524	456	87%	556	507	91%
Students with Disabilities	43	10	23%	48	16	33%	59	20	34%
All Students	550	429	78%	572	472	83%	615	527	86%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	391	159	2	12	22	29
Percent	64%	26%	0%	2%	4%	5%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
59	20	1	60

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	10		8		3	0.1%
	Entered GED Program*	13		12		10	0.4%
	Total Noncompleters	23		20		13	0.5%
Students with Disabilities	Dropped Out	1		3		5	1.6%
	Entered GED Program*	0		5		3	0.9%
	Total Noncompleters	1		8		8	2.5%
All Students	Dropped Out	11	0.6%	11	0.6%	8	0.3%
	Entered GED Program*	13	0.7%	17	0.9%	13	0.5%
	Total Noncompleters	24	1.3%	28	1.5%	21	0.8%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	110	1721	55
	Number of Students with Disabilities	15	205	10
	Number of All Students	125	1926	65
	Percent of Enrollment	7%	100%	3%

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 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	2	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	6	100%	4	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	12	67%	2	#
Science	2	#	20	60%	6	83%
Reading	0	0%	3	#	3	#
Writing	0	0%	3	#	1	#
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	1	#	1	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	54	83%	15	73%	22	73%
Science	25	76%	22	50%	34	62%
Reading	1	#	22	86%	21	62%
Writing	11	73%	23	96%	16	88%
Global Studies	14	86%	17	82%	14	71%
U.S. Hist & Gov't	2	#	20	65%	9	89%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	593	641	660	54	76	60
Number Scoring 55-100	570	612	647	38	59	54
Number Scoring 65-100	547	597	623	27	50	46
Number Scoring 85-100	309	384	401	2	12	8
Percentage of Tested Scoring 55-100	96%	95%	98%	70%	78%	90%
Percentage of Tested Scoring 65-100	92%	93%	94%	50%	66%	77%
Percentage of Tested Scoring 85-100	52%	60%	61%	4%	16%	13%
Mathematics A						
Number Tested	637	670	808	78	75	90
Number Scoring 55-100	572	619	792	42	56	82
Number Scoring 65-100	513	591	769	30	48	73
Number Scoring 85-100	301	266	360	10	6	8
Percentage of Tested Scoring 55-100	90%	92%	98%	54%	75%	91%
Percentage of Tested Scoring 65-100	81%	88%	95%	38%	64%	81%
Percentage of Tested Scoring 85-100	47%	40%	45%	13%	8%	9%
Mathematics B						
Number Tested	0	92	382	0	1	6
Number Scoring 55-100	0	92	375	0	#	5
Number Scoring 65-100	0	92	363	0	#	5
Number Scoring 85-100	0	56	175	0	#	1
Percentage of Tested Scoring 55-100	0%	100%	98%	0%	#	83%
Percentage of Tested Scoring 65-100	0%	100%	95%	0%	#	83%
Percentage of Tested Scoring 85-100	0%	61%	46%	0%	#	17%
Global History and Geography						
Number Tested	632	665	710	70	93	73
Number Scoring 55-100	613	644	702	61	83	69
Number Scoring 65-100	606	630	686	59	76	63
Number Scoring 85-100	326	395	432	5	12	14
Percentage of Tested Scoring 55-100	97%	97%	99%	87%	89%	95%
Percentage of Tested Scoring 65-100	96%	95%	97%	84%	82%	86%
Percentage of Tested Scoring 85-100	52%	59%	61%	7%	13%	19%
U.S. History and Government						
Number Tested	598	647	645	38	77	64
Number Scoring 55-100	585	641	629	33	75	61
Number Scoring 65-100	558	621	612	27	67	51
Number Scoring 85-100	218	369	386	5	17	11
Percentage of Tested Scoring 55-100	98%	99%	98%	87%	97%	95%
Percentage of Tested Scoring 65-100	93%	96%	95%	71%	87%	80%
Percentage of Tested Scoring 85-100	36%	57%	60%	13%	22%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	596	632	692	62	80	72
Number Scoring 55-100	596	628	690	62	78	72
Number Scoring 65-100	591	618	686	59	71	71
Number Scoring 85-100	281	351	373	5	16	14
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	97%	100%
Percentage of Tested Scoring 65-100	99%	98%	99%	95%	89%	99%
Percentage of Tested Scoring 85-100	47%	56%	54%	8%	20%	19%
Physical Setting/Earth Science						
Number Tested	642	700	778	71	46	91
Number Scoring 55-100	628	676	752	67	43	78
Number Scoring 65-100	580	643	706	49	37	56
Number Scoring 85-100	273	344	339	9	12	6
Percentage of Tested Scoring 55-100	98%	97%	97%	94%	93%	86%
Percentage of Tested Scoring 65-100	90%	92%	91%	69%	80%	62%
Percentage of Tested Scoring 85-100	43%	49%	44%	13%	26%	7%
Physical Setting/Chemistry						
Number Tested	255	465	435	10	21	4
Number Scoring 55-100	246	447	421	9	18	#
Number Scoring 65-100	176	371	359	5	11	#
Number Scoring 85-100	7	55	55	0	1	#
Percentage of Tested Scoring 55-100	96%	96%	97%	90%	86%	#
Percentage of Tested Scoring 65-100	69%	80%	83%	50%	52%	#
Percentage of Tested Scoring 85-100	3%	12%	13%	0%	5%	#
Physical Setting/Physics						
Number Tested			213			5
Number Scoring 55-100			213			5
Number Scoring 65-100			204			5
Number Scoring 85-100			94			0
Percentage of Tested Scoring 55-100			100%			100%
Percentage of Tested Scoring 65-100			96%			100%
Percentage of Tested Scoring 85-100			44%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	87	84	74	0	2	0
Number Scoring 55-100	87	84	74	0	#	0
Number Scoring 65-100	87	84	74	0	#	0
Number Scoring 85-100	64	76	50	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	74%	90%	68%	0%	#	0%
Comprehensive Italian						
Number Tested	135	125	156	8	0	3
Number Scoring 55-100	134	125	155	8	0	#
Number Scoring 65-100	131	125	153	7	0	#
Number Scoring 85-100	70	85	120	0	0	#
Percentage of Tested Scoring 55-100	99%	100%	99%	100%	0%	#
Percentage of Tested Scoring 65-100	97%	100%	98%	88%	0%	#
Percentage of Tested Scoring 85-100	52%	68%	77%	0%	0%	#
Comprehensive German						
Number Tested	34	27	45	1	0	0
Number Scoring 55-100	34	27	45	#	0	0
Number Scoring 65-100	32	27	45	#	0	0
Number Scoring 85-100	18	18	27	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	94%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	53%	67%	60%	#	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	282	265	316	13	10	12
Number Scoring 55-100	280	264	315	12	10	12
Number Scoring 65-100	273	261	311	10	10	9
Number Scoring 85-100	165	182	212	3	2	2
Percentage of Tested Scoring 55-100	99%	100%	100%	92%	100%	100%
Percentage of Tested Scoring 65-100	97%	98%	98%	77%	100%	75%
Percentage of Tested Scoring 85-100	59%	69%	67%	23%	20%	17%
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	367	305	3	8	15	0
Number Scoring 55-100	364	296	#	7	15	0
Number Scoring 65-100	358	286	#	7	15	0
Number Scoring 85-100	246	137	#	3	5	0
Percentage of Tested Scoring 55-100	99%	97%	#	88%	100%	0%
Percentage of Tested Scoring 65-100	98%	94%	#	88%	100%	0%
Percentage of Tested Scoring 85-100	67%	45%	#	38%	33%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	9	100%	66	100%	0	0%
Students with Disabilities	4	#	10	80%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	551	551	551	68	68	68	619	619	619
Number Scoring 55–64	1	3	2	5	10	3	6	13	5
Number Scoring 65–84	222	196	198	41	34	36	263	230	234
Number Scoring 85–100	321	347	349	1	11	7	322	358	356
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			10			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			3			#
Proficient (37-39)			6			#
Reading and Writing (Grade 9-12)						
Number Tested			10			1
Beginning (0-14)			1			#
Intermediate (15-24)			2			#
Advanced (25-32)			7			#
Proficient (33-35)			0			#

*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)