

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	2002-03	2003-04	2004-05
Pre-K	0	0	50
Kindergarten	668	785	811
First	836	835	827
Second	812	859	846
Third	822	847	883
Fourth	777	837	872
Fifth	762	782	848
Sixth	771	800	813
Ungraded Elementary	144	118	113
Seventh	800	772	794
Eighth	772	800	789
Ninth	699	750	805
Tenth	661	698	746
Eleventh	650	665	694
Twelfth	615	640	650
Ungraded Secondary	0	0	0
Total K-12 Enrollment	9789	10188	10491

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	191	2.0%	267	2.6%	308	2.9%
Black (Not Hispanic)	50	0.5%	83	0.8%	93	0.9%
Hispanic	165	1.7%	246	2.4%	267	2.5%
White (Not Hispanic)	9383	95.9%	9592	94.1%	9823	93.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	22	22	22
Common Branch	22	23	23
English Grade 8	26	27	26
Mathematics Grade 8	26	26	26
Science Grade 8	26	27	26
Social Studies Grade 8	26	27	26
English Grade 10	20	21	22
Mathematics Grade 10	26	25	24
Science Grade 10	22	23	22
Social Studies Grade 10	25	24	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	73	0.8%	81	0.8%	58	0.6%
Eligible for Free Lunch	174	1.9%	166	1.6%	234	2.2%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.8%		95.4%		93.9%
Student Suspensions	115	1.2%	104	1.1%	164	1.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	1.6%	1.4%	1.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	737
Total Other Professional Staff	108
Total Paraprofessionals	150
Teaching Out of Certification*	13

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	524	556	566
	Regents Diplomas	456	507	538
	% Regents Diplomas	87%	91%	95%
	Regents Diplomas with Advanced Designation**			356
	% Regents Diplomas with Advanced Designation			63%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	51	63	66
	Regents Diplomas	16	20	39
	% Regents Diplomas	31%	32%	59%
	Regents Diplomas with Advanced Designation**			7
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates	4	5	4
All Students	Total Graduates*	575	619	632
	Regents Diplomas	472	527	577
	% Regents Diplomas	82%	85%	91%
	Regents Diplomas with Advanced Designation**			363
	% Regents Diplomas with Advanced Designation			57%
	IEP Diplomas or Local Certificates	4	5	4

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	415	114	0	6	23	0	5	3
	Percent	73%	20%	0%	1%	4%	0%	1%	1%
Students with Disabilities	Number	21	29	1	0	11	0	3	1
	Percent	32%	44%	2%	0%	17%	0%	5%	2%
All Students	Number	436	143	1	6	34	0	8	4
	Percent	69%	23%	0%	1%	5%	0%	1%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	8		4	0.2%	6	0.2%
	Entered GED Program*	12		11	0.5%	19	0.7%
	Total Noncompleters	20		15	0.6%	25	1.0%
Students with Disabilities	Dropped Out	5		6	1.6%	2	0.5%
	Entered GED Program*	5		3	0.8%	11	2.8%
	Total Noncompleters	10		9	2.4%	13	3.3%
All Students	Dropped Out	13	0.5%	10	0.4%	8	0.3%
	Entered GED Program*	17	0.6%	14	0.5%	30	1.0%
	Total Noncompleters	30	1.1%	24	0.9%	38	1.3%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	634	667	780
	Number of Students with Disabilities	98	83	84
	Number of All Students	732	750	864
	Percent of Enrollment	31%	31%	36%
9-12	Number of General-Education Students	1721	55	60
	Number of Students with Disabilities	205	10	15
	Number of All Students	1926	65	75
	Percent of Enrollment	73%	2%	3%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	879		
Completed and Passed Regents Exams	879	100%	80%
Completed and had Course Average of 75% or More	879	100%	82%
Completed and Attained a HS Diploma or Equivalent	879	100%	96%
Completed and Whose Status is Known	879		
Completed and Were Successfully Placed	870	99%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	0%	25%
Underrepresented Gender Members Who Completed	0	0%	19%

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	115	98%	79	97%	91	99%
German	38	95%	48	94%	51	100%
Italian	163	99%	213	99%	199	96%
Latin	0	0%	0	0%	0	0%
Spanish	371	99%	366	95%	359	97%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	1	#
German	0	0%	1	#	0	0%
Italian	1	#	3	#	12	100%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	11	82%	21	76%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	69%	2	#	1	#
Science	21	62%	6	83%	0	0%
Reading	3	#	3	#	0	0%
Writing	3	#	1	#	0	0%
Global Studies	1	#	3	#	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	73%	24	75%	18	67%
Science	22	50%	37	65%	31	55%
Reading	24	88%	24	67%	7	86%
Writing	25	96%	18	89%	10	100%
Global Studies	17	82%	15	73%	8	25%
U.S. Hist & Gov't	21	67%	10	90%	12	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	644	666	702	78	66	76
Number Scoring 55-100	614	648	690	60	55	66
Number Scoring 65-100	598	624	671	51	47	59
Number Scoring 85-100	384	401	340	12	8	6
Percentage of Tested Scoring 55-100	95%	97%	98%	77%	83%	87%
Percentage of Tested Scoring 65-100	93%	94%	96%	65%	71%	78%
Percentage of Tested Scoring 85-100	60%	60%	48%	15%	12%	8%
Mathematics A						
Number Tested	673	810	729	77	92	87
Number Scoring 55-100	621	794	720	57	84	81
Number Scoring 65-100	593	771	691	49	75	69
Number Scoring 85-100	266	360	313	6	8	5
Percentage of Tested Scoring 55-100	92%	98%	99%	74%	91%	93%
Percentage of Tested Scoring 65-100	88%	95%	95%	64%	82%	79%
Percentage of Tested Scoring 85-100	40%	44%	43%	8%	9%	6%
Mathematics B						
Number Tested	94	382	476	1	6	8
Number Scoring 55-100	94	375	457	#	5	7
Number Scoring 65-100	94	363	422	#	5	7
Number Scoring 85-100	58	175	142	#	1	1
Percentage of Tested Scoring 55-100	100%	98%	96%	#	83%	88%
Percentage of Tested Scoring 65-100	100%	95%	89%	#	83%	88%
Percentage of Tested Scoring 85-100	62%	46%	30%	#	17%	12%
Global History and Geography						
Number Tested	666	711	745	94	74	89
Number Scoring 55-100	645	703	734	84	70	82
Number Scoring 65-100	631	687	708	77	64	65
Number Scoring 85-100	395	432	443	12	14	11
Percentage of Tested Scoring 55-100	97%	99%	99%	89%	95%	92%
Percentage of Tested Scoring 65-100	95%	97%	95%	82%	86%	73%
Percentage of Tested Scoring 85-100	59%	61%	59%	13%	19%	12%
U.S. History and Government						
Number Tested	650	649	713	79	68	75
Number Scoring 55-100	644	632	696	77	64	68
Number Scoring 65-100	624	614	683	69	53	61
Number Scoring 85-100	370	386	451	18	11	21
Percentage of Tested Scoring 55-100	99%	97%	98%	97%	94%	91%
Percentage of Tested Scoring 65-100	96%	95%	96%	87%	78%	81%
Percentage of Tested Scoring 85-100	57%	59%	63%	23%	16%	28%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	637	841	909	81	76	84
Number Scoring 55-100	631	839	897	79	76	77
Number Scoring 65-100	620	834	873	72	74	63
Number Scoring 85-100	351	506	510	16	14	12
Percentage of Tested Scoring 55-100	99%	100%	99%	98%	100%	92%
Percentage of Tested Scoring 65-100	97%	99%	96%	89%	97%	75%
Percentage of Tested Scoring 85-100	55%	60%	56%	20%	18%	14%
Physical Setting/Earth Science						
Number Tested	703	778	797	48	91	78
Number Scoring 55-100	679	752	757	45	78	63
Number Scoring 65-100	644	706	697	37	56	40
Number Scoring 85-100	344	339	337	12	6	2
Percentage of Tested Scoring 55-100	97%	97%	95%	94%	86%	81%
Percentage of Tested Scoring 65-100	92%	91%	87%	77%	62%	51%
Percentage of Tested Scoring 85-100	49%	44%	42%	25%	7%	3%
Physical Setting/Chemistry						
Number Tested	465	435	453	21	4	7
Number Scoring 55-100	447	421	446	18	#	7
Number Scoring 65-100	371	359	386	11	#	7
Number Scoring 85-100	55	55	52	1	#	0
Percentage of Tested Scoring 55-100	96%	97%	98%	86%	#	100%
Percentage of Tested Scoring 65-100	80%	83%	85%	52%	#	100%
Percentage of Tested Scoring 85-100	12%	13%	11%	5%	#	0%
Physical Setting/Physics						
Number Tested		213	229		5	3
Number Scoring 55-100		213	228		5	#
Number Scoring 65-100		204	224		5	#
Number Scoring 85-100		94	140		0	#
Percentage of Tested Scoring 55-100		100%	100%		100%	#
Percentage of Tested Scoring 65-100		96%	98%		100%	#
Percentage of Tested Scoring 85-100		44%	61%		0%	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	84	74	94	2	0	0
Number Scoring 55-100	84	74	94	#	0	0
Number Scoring 65-100	84	74	94	#	0	0
Number Scoring 85-100	76	50	71	#	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	90%	68%	76%	#	0%	0%
Comprehensive Italian						
Number Tested	125	156	154	0	3	2
Number Scoring 55-100	125	155	153	0	#	#
Number Scoring 65-100	125	153	152	0	#	#
Number Scoring 85-100	85	120	88	0	#	#
Percentage of Tested Scoring 55-100	100%	99%	99%	0%	#	#
Percentage of Tested Scoring 65-100	100%	98%	99%	0%	#	#
Percentage of Tested Scoring 85-100	68%	77%	57%	0%	#	#
Comprehensive German						
Number Tested	27	45	32	0	0	1
Number Scoring 55-100	27	45	32	0	0	#
Number Scoring 65-100	27	45	32	0	0	#
Number Scoring 85-100	18	27	25	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	67%	60%	78%	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	265	316	351	10	12	8
Number Scoring 55-100	264	315	348	10	12	8
Number Scoring 65-100	261	311	347	10	9	8
Number Scoring 85-100	182	212	241	2	2	3
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	98%	99%	100%	75%	100%
Percentage of Tested Scoring 85-100	69%	67%	69%	20%	17%	38%
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	753	0%	1%	29%	70%
	Students with Disabilities	116	6%	9%	61%	23%
	All Students	869	1%	2%	33%	64%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	701	0%	5%	63%	31%
	Students with Disabilities	85	5%	44%	51%	1%
	All Students	786	1%	10%	62%	28%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	8	0	0	3	0	5
Middle Level						
Social Studies	4	0	#	#	#	#
Secondary Level						
English Language Arts	15	0	0	2	6	7
Social Studies	16	0	0	5	3	8
Mathematics	14	0	2	0	4	8
Science	15	0	2	2	2	9

2001 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	587	587	587	79	79	79	666	666	666
Number Scoring 55–64	6	4	2	4	5	8	10	9	10
Number Scoring 65–84	182	191	199	47	46	50	229	237	249
Number Scoring 85–100	396	384	384	10	11	10	406	395	394
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		20	16		3	0
Beginning		1	3		#	0
Intermediate		5	2		#	0
Advanced		9	4		#	0
Proficient		5	7		#	0
Reading and Writing (Grade K-1)						
Number Tested		20	16		3	0
Beginning		7	5		#	0
Intermediate		3	7		#	0
Advanced		6	3		#	0
Proficient		4	1		#	0
Listening and Speaking (Grade 2-4)						
Number Tested		17	13		4	2
Beginning		1	0		#	#
Intermediate		1	0		#	#
Advanced		6	6		#	#
Proficient		9	7		#	#
Reading and Writing (Grade 2-4)						
Number Tested		17	13		4	2
Beginning		3	1		#	#
Intermediate		6	1		#	#
Advanced		6	9		#	#
Proficient		2	2		#	#
Listening and Speaking (Grade 5-6)						
Number Tested		3	4		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0
Reading and Writing (Grade 5-6)						
Number Tested		3	4		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	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 - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		3	10		0	1
Beginning		#	1		0	#
Intermediate		#	0		0	#
Advanced		#	7		0	#
Proficient		#	2		0	#
Reading and Writing (Grade 7-8)						
Number Tested		3	10		0	1
Beginning		#	1		0	#
Intermediate		#	1		0	#
Advanced		#	7		0	#
Proficient		#	1		0	#
Listening and Speaking (Grade 9-12)						
Number Tested		11	14		1	0
Beginning		0	1		#	0
Intermediate		2	5		#	0
Advanced		3	4		#	0
Proficient		6	4		#	0
Reading and Writing (Grade 9-12)						
Number Tested		11	14		1	0
Beginning		1	2		#	0
Intermediate		3	4		#	0
Advanced		7	2		#	0
Proficient		0	6		#	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)