

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-08-05-06-0000
 Name: Kings Park Central School District
 Superintendent: Mary Derose

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	273	261	295
First	328	310	286
Second	313	324	302
Third	315	307	331
Fourth	311	309	316
Fifth	303	321	327
Sixth	332	302	321
Ungraded Elementary	49	82	80
Seventh	325	330	305
Eighth	316	312	343
Ninth	300	309	327
Tenth	262	299	313
Eleventh	265	266	301
Twelfth	276	262	260
Ungraded Secondary	5	13	19
Total K-12 Enrollment	3973	4007	4126

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	91	2.3%	97	2.4%	94	2.3%
Black (Not Hispanic)	25	0.6%	25	0.6%	15	0.4%
Hispanic	91	2.3%	84	2.1%	98	2.4%
White (Not Hispanic)	3766	94.8%	3801	94.9%	3919	95.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	21	22	23
Common Branch	21	22	23
English Grade 8	18	17	18
Mathematics Grade 8	22	22	19
Science Grade 8	22	20	22
Social Studies Grade 8	19	18	19
English Grade 10	22	24	24
Mathematics Grade 10	12	21	16
Science Grade 10	17	20	23
Social Studies Grade 10	20	24	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
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	59	1.5%	62	1.6%	48	1.2%
Eligible for Free Lunch	52	1.4%	67	1.8%	73	1.9%

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		96.2%		94.9%		95.2%
Student Suspensions	106	2.7%	65	1.6%	63	1.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	1.4%	1.0%	1.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	305
Total Other Professional Staff	36
Total Paraprofessionals	83
Teaching Out of Certification*	5

*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*	241	224	220
	Regents Diplomas	184	176	197
	% Regents Diplomas	76%	79%	90%
	Regents Diplomas with Advanced Designation**			118
	% Regents Diplomas with Advanced Designation			54%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	29	29	42
	Regents Diplomas	4	8	18
	% Regents Diplomas	14%	28%	43%
	Regents Diplomas with Advanced Designation**			3
	% Regents Diplomas with Advanced Designation			7%
	IEP Diplomas or Local Certificates	0	2	4
All Students	Total Graduates*	270	253	262
	Regents Diplomas	188	184	215
	% Regents Diplomas	70%	73%	82%
	Regents Diplomas with Advanced Designation**			121
	% Regents Diplomas with Advanced Designation			46%
	IEP Diplomas or Local Certificates	0	2	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	155	50	3	2	10	0	0	0
	Percent	70%	23%	1%	1%	5%	0%	0%	0%
Students with Disabilities	Number	11	20	2	3	5	0	0	1
	Percent	26%	48%	5%	7%	12%	0%	0%	2%
All Students	Number	166	70	5	5	15	0	0	1
	Percent	63%	27%	2%	2%	6%	0%	0%	0%

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		3	0.3%	3	0.3%
	Entered GED Program*	0		1	0.1%	0	0.0%
	Total Noncompleters	8		4	0.4%	3	0.3%
Students with Disabilities	Dropped Out	4		3	2.0%	3	1.8%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	4		3	2.0%	3	1.8%
All Students	Dropped Out	12	1.1%	6	0.5%	6	0.5%
	Entered GED Program*	0	0.0%	1	0.1%	0	0.0%
	Total Noncompleters	12	1.1%	7	0.6%	6	0.5%

*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%	102%	100%
2-3	0%	101%	100%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	573	585
	Number of Students with Disabilities	0	75	82
	Number of All Students	0	648	667
	Percent of Enrollment	0%	99%	100%
6-8	Number of General-Education Students	576	846	859
	Number of Students with Disabilities	81	120	117
	Number of All Students	657	966	976
	Percent of Enrollment	67%	100%	99%
9-12	Number of General-Education Students	0	996	-42
	Number of Students with Disabilities	0	140	145
	Number of All Students	0	1136	103
	Percent of Enrollment	0%	99%	8%

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 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	37	89%	1	#	20	100%
German	0	0%	0	0%	0	0%
Italian	59	95%	0	0%	73	100%
Latin	0	0%	0	0%	0	0%
Spanish	150	95%	3	#	192	99%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	7	57%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	8	88%	0	0%	12	100%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	1	#	0	0%
Science	1	#	2	#	0	0%
Reading	2	#	8	75%	1	#
Writing	2	#	7	86%	1	#
Global Studies	2	#	1	#	0	0%
U.S. Hist & Gov't	1	#	1	#	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	90%	9	78%	8	75%
Science	6	33%	14	79%	9	67%
Reading	11	100%	6	33%	6	67%
Writing	11	91%	8	75%	6	83%
Global Studies	18	78%	8	25%	7	43%
U.S. Hist & Gov't	4	#	3	#	4	#

(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	267	256	284	29	35	24
Number Scoring 55-100	255	248	281	21	33	21
Number Scoring 65-100	249	223	267	18	19	14
Number Scoring 85-100	134	134	126	1	3	0
Percentage of Tested Scoring 55-100	96%	97%	99%	72%	94%	88%
Percentage of Tested Scoring 65-100	93%	87%	94%	62%	54%	58%
Percentage of Tested Scoring 85-100	50%	52%	44%	3%	9%	0%
Mathematics A						
Number Tested	241	335	437	31	39	54
Number Scoring 55-100	221	328	435	24	34	53
Number Scoring 65-100	199	312	426	17	25	47
Number Scoring 85-100	77	165	204	3	3	10
Percentage of Tested Scoring 55-100	92%	98%	100%	77%	87%	98%
Percentage of Tested Scoring 65-100	83%	93%	97%	55%	64%	87%
Percentage of Tested Scoring 85-100	32%	49%	47%	10%	8%	19%
Mathematics B						
Number Tested	0	120	241	0	3	9
Number Scoring 55-100	0	118	170	0	#	5
Number Scoring 65-100	0	109	147	0	#	4
Number Scoring 85-100	0	45	35	0	#	1
Percentage of Tested Scoring 55-100	0%	98%	71%	0%	#	56%
Percentage of Tested Scoring 65-100	0%	91%	61%	0%	#	44%
Percentage of Tested Scoring 85-100	0%	38%	15%	0%	#	11%
Global History and Geography						
Number Tested	265	293	331	40	28	44
Number Scoring 55-100	257	286	319	37	22	36
Number Scoring 65-100	241	274	301	26	17	34
Number Scoring 85-100	117	165	152	3	3	9
Percentage of Tested Scoring 55-100	97%	98%	96%	93%	79%	82%
Percentage of Tested Scoring 65-100	91%	94%	91%	65%	61%	77%
Percentage of Tested Scoring 85-100	44%	56%	46%	7%	11%	20%
U.S. History and Government						
Number Tested	269	266	284	30	36	24
Number Scoring 55-100	266	264	274	28	35	23
Number Scoring 65-100	257	249	264	27	29	20
Number Scoring 85-100	167	174	156	8	13	6
Percentage of Tested Scoring 55-100	99%	99%	96%	93%	97%	96%
Percentage of Tested Scoring 65-100	96%	94%	93%	90%	81%	83%
Percentage of Tested Scoring 85-100	62%	65%	55%	27%	36%	25%

(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	259	311	333	39	29	38
Number Scoring 55-100	257	309	328	37	28	35
Number Scoring 65-100	245	304	323	31	25	31
Number Scoring 85-100	91	131	155	1	4	6
Percentage of Tested Scoring 55-100	99%	99%	98%	95%	97%	92%
Percentage of Tested Scoring 65-100	95%	98%	97%	79%	86%	82%
Percentage of Tested Scoring 85-100	35%	42%	47%	3%	14%	16%
Physical Setting/Earth Science						
Number Tested	266	277	295	7	12	15
Number Scoring 55-100	262	267	291	6	11	15
Number Scoring 65-100	253	242	267	6	9	14
Number Scoring 85-100	136	101	143	1	2	7
Percentage of Tested Scoring 55-100	98%	96%	99%	86%	92%	100%
Percentage of Tested Scoring 65-100	95%	87%	91%	86%	75%	93%
Percentage of Tested Scoring 85-100	51%	36%	48%	14%	17%	47%
Physical Setting/Chemistry						
Number Tested	233	200	234	8	11	5
Number Scoring 55-100	225	200	226	8	11	5
Number Scoring 65-100	183	171	179	4	10	4
Number Scoring 85-100	31	55	57	0	0	0
Percentage of Tested Scoring 55-100	97%	100%	97%	100%	100%	100%
Percentage of Tested Scoring 65-100	79%	85%	76%	50%	91%	80%
Percentage of Tested Scoring 85-100	13%	28%	24%	0%	0%	0%
Physical Setting/Physics						
Number Tested		158	125		2	2
Number Scoring 55-100		152	120		#	#
Number Scoring 65-100		141	115		#	#
Number Scoring 85-100		41	68		#	#
Percentage of Tested Scoring 55-100		96%	96%		#	#
Percentage of Tested Scoring 65-100		89%	92%		#	#
Percentage of Tested Scoring 85-100		26%	54%		#	#

* 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	17	44	54	0	0	1
Number Scoring 55-100	17	44	54	0	0	#
Number Scoring 65-100	17	44	54	0	0	#
Number Scoring 85-100	10	38	38	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	59%	86%	70%	0%	0%	#
Comprehensive Italian						
Number Tested	61	53	52	2	1	3
Number Scoring 55-100	60	53	50	#	#	#
Number Scoring 65-100	58	52	49	#	#	#
Number Scoring 85-100	24	33	20	#	#	#
Percentage of Tested Scoring 55-100	98%	100%	96%	#	#	#
Percentage of Tested Scoring 65-100	95%	98%	94%	#	#	#
Percentage of Tested Scoring 85-100	39%	62%	38%	#	#	#
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	119	170	150	7	8	6
Number Scoring 55-100	118	166	149	7	7	6
Number Scoring 65-100	114	157	144	6	6	6
Number Scoring 85-100	74	68	85	2	1	1
Percentage of Tested Scoring 55-100	99%	98%	99%	100%	88%	100%
Percentage of Tested Scoring 65-100	96%	92%	96%	86%	75%	100%
Percentage of Tested Scoring 85-100	62%	40%	57%	29%	12%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	296	0%	1%	46%	53%
	Students with Disabilities	23	13%	13%	57%	17%
	All Students	319	1%	2%	47%	50%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	275	0%	12%	62%	27%
	Students with Disabilities	41	7%	32%	54%	7%
	All Students	316	1%	14%	61%	24%

(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	2	0	#	#	#	#
Middle Level						
Social Studies	3	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

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	211	211	211	43	43	43	254	254	254
Number Scoring 55–64	4	3	3	11	4	3	15	7	6
Number Scoring 65–84	101	61	94	21	19	31	122	80	125
Number Scoring 85–100	104	142	113	2	11	1	106	153	114
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		18	11		0	0
Beginning		0	0		0	0
Intermediate		1	1		0	0
Advanced		5	2		0	0
Proficient		12	8		0	0
Reading and Writing (Grade K-1)						
Number Tested		18	11		0	0
Beginning		1	3		0	0
Intermediate		4	1		0	0
Advanced		7	2		0	0
Proficient		6	5		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		19	12		0	0
Beginning		0	0		0	0
Intermediate		1	0		0	0
Advanced		5	4		0	0
Proficient		13	8		0	0
Reading and Writing (Grade 2-4)						
Number Tested		19	12		0	0
Beginning		1	0		0	0
Intermediate		9	2		0	0
Advanced		3	5		0	0
Proficient		6	5		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		8	2		1	0
Beginning		0	#		#	0
Intermediate		1	#		#	0
Advanced		0	#		#	0
Proficient		7	#		#	0
Reading and Writing (Grade 5-6)						
Number Tested		8	2		1	0
Beginning		1	#		#	0
Intermediate		0	#		#	0
Advanced		5	#		#	0
Proficient		2	#		#	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	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 7-8)						
Number Tested		3	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		7	6		1	2
Beginning		0	0		#	#
Intermediate		0	2		#	#
Advanced		5	2		#	#
Proficient		2	2		#	#
Reading and Writing (Grade 9-12)						
Number Tested		8	6		1	2
Beginning		0	0		#	#
Intermediate		2	2		#	#
Advanced		5	2		#	#
Proficient		1	2		#	#

*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)