

# 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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	677	668	785
First	791	836	835
Second	802	812	859
Third	744	822	847
Fourth	747	777	837
Fifth	747	762	782
Sixth	796	771	800
Ungraded Elementary	156	144	118
Seventh	772	800	772
Eighth	703	772	800
Ninth	657	699	750
Tenth	664	661	698
Eleventh	633	650	665
Twelfth	564	615	640
Ungraded Secondary	0	0	0
Total K-12 Enrollment	9453	9789	10188

## 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	177	1.9%	191	2.0%	267	2.6%
Black (Not Hispanic)	47	0.5%	50	0.5%	83	0.8%
Hispanic	189	2.0%	165	1.7%	246	2.4%
White (Not Hispanic)	9040	95.6%	9383	95.9%	9592	94.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	22	22
Common Branch	22	22	23
English Grade 8	24	26	27
Mathematics Grade 8	26	26	26
Science Grade 8	26	26	27
Social Studies Grade 8	25	26	27
English Grade 10	25	20	21
Mathematics Grade 10	24	26	25
Science Grade 10	22	22	23
Social Studies Grade 10	25	25	24

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	60	0.6%	73	0.8%	81	0.8%
<b>Eligible for Free Lunch</b>	141	1.6%	174	1.9%	166	1.6%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.6%		95.8%		95.4%
<b>Student Suspensions</b>	207	2.3%	115	1.2%	104	1.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.1%	1.6%	1.4%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	755
Total Other Professional Staff	120
Total Paraprofessionals	100
Teaching Out of Certification*	2

\*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	49	13	27%	51	16	31%	63	20	32%
All Students	556	432	78%	575	472	82%	619	527	85%

\*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	161	3	12	22	30
Percent	63%	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)
63	20	5	68

\*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.
<b>General-Education Students</b>	Dropped Out	10		8		4	0.2%
	Entered GED Program*	13		12		11	0.5%
	Total Noncompleters	23		20		15	0.6%
<b>Students with Disabilities</b>	Dropped Out	1		5		6	1.6%
	Entered GED Program*	0		5		3	0.8%
	Total Noncompleters	1		10		9	2.4%
<b>All Students</b>	Dropped Out	11	0.4%	13	0.5%	10	0.4%
	Entered GED Program*	13	0.5%	17	0.6%	14	0.5%
	Total Noncompleters	24	1.0%	30	1.1%	24	0.9%

\*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	601	634	667
	Number of Students with Disabilities	117	98	83
	Number of All Students	718	732	750
	Percent of Enrollment	31%	31%	31%
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	5%	73%	2%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	956		
Completed and Passed Regents Exams	952	100%	77%
Completed and had Course Average of 75% or More	956	100%	81%
Completed and Attained a HS Diploma or Equivalent	952	100%	96%
Completed and Whose Status is Known	956		
Completed and Were Successfully Placed	956	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

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	77	97%	115	98%	79	97%
German	45	96%	38	95%	48	94%
Italian	149	100%	163	99%	213	99%
Latin	0	0%	0	0%	0	0%
Spanish	305	93%	371	99%	366	95%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	0	0%	1	#
German	0	0%	0	0%	1	0%
Italian	9	78%	1	#	3	#
Latin	0	0%	0	0%	0	0%
Spanish	27	85%	0	0%	11	82%

# 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%	13	69%	2	#
Science	2	#	21	62%	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	60	85%	15	73%	24	75%
Science	30	73%	22	50%	37	65%
Reading	4	#	24	88%	24	67%
Writing	12	75%	25	96%	18	89%
Global Studies	16	75%	17	82%	15	73%
U.S. Hist & Gov't	6	83%	21	67%	10	90%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	597	644	666	58	78	66
Number Scoring 55-100	572	614	648	40	60	55
Number Scoring 65-100	547	598	624	27	51	47
Number Scoring 85-100	309	384	401	2	12	8
Percentage of Tested Scoring 55-100	96%	95%	97%	69%	77%	83%
Percentage of Tested Scoring 65-100	92%	93%	94%	47%	65%	71%
Percentage of Tested Scoring 85-100	52%	60%	60%	3%	15%	12%
<b>Mathematics A</b>						
Number Tested	640	673	810	80	77	92
Number Scoring 55-100	573	621	794	42	57	84
Number Scoring 65-100	514	593	771	30	49	75
Number Scoring 85-100	302	266	360	10	6	8
Percentage of Tested Scoring 55-100	90%	92%	98%	53%	74%	91%
Percentage of Tested Scoring 65-100	80%	88%	95%	38%	64%	82%
Percentage of Tested Scoring 85-100	47%	40%	44%	12%	8%	9%
<b>Mathematics B</b>						
Number Tested	0	94	382	0	1	6
Number Scoring 55-100	0	94	375	0	#	5
Number Scoring 65-100	0	94	363	0	#	5
Number Scoring 85-100	0	58	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%	62%	46%	0%	#	17%
<b>Global History and Geography</b>						
Number Tested	634	666	711	71	94	74
Number Scoring 55-100	614	645	703	62	84	70
Number Scoring 65-100	607	631	687	60	77	64
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%	85%	82%	86%
Percentage of Tested Scoring 85-100	51%	59%	61%	7%	13%	19%
<b>U.S. History and Government</b>						
Number Tested	601	650	649	41	79	68
Number Scoring 55-100	585	644	632	33	77	64
Number Scoring 65-100	558	624	614	27	69	53
Number Scoring 85-100	218	370	386	5	18	11
Percentage of Tested Scoring 55-100	97%	99%	97%	80%	97%	94%
Percentage of Tested Scoring 65-100	93%	96%	95%	66%	87%	78%
Percentage of Tested Scoring 85-100	36%	57%	59%	12%	23%	16%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	598	637	841	64	81	76
Number Scoring 55-100	598	631	839	64	79	76
Number Scoring 65-100	592	620	834	60	72	74
Number Scoring 85-100	281	351	506	5	16	14
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	98%	100%
Percentage of Tested Scoring 65-100	99%	97%	99%	94%	89%	97%
Percentage of Tested Scoring 85-100	47%	55%	60%	8%	20%	18%
<b>Physical Setting/Earth Science</b>						
Number Tested	642	703	778	71	48	91
Number Scoring 55-100	628	679	752	67	45	78
Number Scoring 65-100	580	644	706	49	37	56
Number Scoring 85-100	273	344	339	9	12	6
Percentage of Tested Scoring 55-100	98%	97%	97%	94%	94%	86%
Percentage of Tested Scoring 65-100	90%	92%	91%	69%	77%	62%
Percentage of Tested Scoring 85-100	43%	49%	44%	13%	25%	7%
<b>Physical Setting/Chemistry</b>						
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%	#
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%
<b>Comprehensive Italian</b>						
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%	#
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
Number Tested	2	0	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	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%
<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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
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
<b>Nov 2003</b>	General-Education Students	682	0%	1%	37%	62%
	Students with Disabilities	110	15%	7%	69%	9%
	All Students	792	2%	2%	42%	54%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	713	0%	19%	61%	20%
	Students with Disabilities	84	2%	65%	31%	1%
	All Students	797	0%	24%	58%	18%

(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
<b>Elementary Level</b>						
Social Studies	5	0	0	1	0	4
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	3	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	76	76	76	627	627	627
Number Scoring 55–64	1	3	2	5	11	3	6	14	5
Number Scoring 65–84	222	196	198	43	37	40	265	233	238
Number Scoring 85–100	321	347	349	2	11	7	323	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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			20			3
Beginning (0-18)			1			#
Intermediate (19-31)			5			#
Advanced (32-36)			9			#
Proficient (37-39)			5			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			20			3
Beginning (0-14)			7			#
Intermediate (15-24)			3			#
Advanced (25-32)			6			#
Proficient (33-35)			4			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			17			4
Beginning (0-18)			1			#
Intermediate (19-31)			1			#
Advanced (32-36)			6			#
Proficient (37-39)			9			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			17			4
Beginning (0-14)			3			#
Intermediate (15-24)			6			#
Advanced (25-32)			6			#
Proficient (33-35)			2			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			3			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			3			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

\*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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			11			1
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			3			#
Proficient (37-39)			6			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			11			1
Beginning (0-14)			1			#
Intermediate (15-24)			3			#
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)