

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-08-05-06-0004

Grade Range : 9-12

Name: Kings Park High School

Principal: Thomas Fasano

## 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	274	256	300
Tenth	266	275	262
Eleventh	248	268	265
Twelfth	236	242	276
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1024	1041	1103

## 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	43	4.2%	40	3.8%	47	4.3%
Black (Not Hispanic)	7	0.7%	7	0.7%	6	0.5%
Hispanic	29	2.8%	23	2.2%	25	2.3%
White (Not Hispanic)	945	92.3%	971	93.3%	1025	92.9%

## 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	23	0
English Grade 10	18	18	22
Mathematics Grade 10	17	15	12
Science Grade 10	18	17	17
Social Studies Grade 10	19	20	20

(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>
52	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 lower 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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	13	1.3%	11	1.1%	9	0.8%
<b>Eligible for Free Lunch</b>	6	0.6%	10	1.0%	8	0.7%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		95.4%		94.0%		95.9%
<b>Student Suspensions</b>	59	5.9%	49	4.8%	37	3.5%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	1.2%	1.6%	1.2%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	434%	99%	98%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	90
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

\*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	210	151	72%	214	156	73%	241	184	76%
Students with Disabilities	24	2	8%	33	3	9%	28	4	14%
All Students	234	153	65%	247	159	64%	269	188	70%

\*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	196	58	0	2	13	0
Percent	73%	22%	0%	1%	5%	0%

## 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)
28	4	0	28

\*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			4		8	
	Entered GED Program*			0		0	
	Total Noncompleters			4		8	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			0		0	
	Total Noncompleters			0		4	
All Students	Dropped Out	2	0.2%	4	0.4%	12	1.1%
	Entered GED Program*	4	0.4%	0	0.0%	0	0.0%
	Total Noncompleters	6	0.6%	4	0.4%	12	1.1%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## 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%	0	0%
Italian	0	0%	0	0%	4	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	4	#

### 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%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	1	#

(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	0	0%	4	#	3	#
Science	0	0%	2	#	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	2	#	1	#	2	#
U.S. Hist & Gov't	9	44%	3	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	20	65%	21	90%
Science	7	86%	12	58%	6	33%
Reading	13	77%	3	#	11	100%
Writing	5	100%	3	#	11	91%
Global Studies	10	60%	11	55%	18	78%
U.S. Hist & Gov't	15	60%	7	86%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	258	273	267	30	28	29
Number Scoring 55–100	250	272	255	25	27	21
Number Scoring 65–100	222	262	249	14	21	18
Number Scoring 85–100	60	132	134	0	1	1
Percentage of Tested Scoring 55–100	97%	100%	96%	83%	96%	72%
Percentage of Tested Scoring 65–100	86%	96%	93%	47%	75%	62%
Percentage of Tested Scoring 85–100	23%	48%	50%	0%	4%	3%
<b>Mathematics A</b>						
Number Tested	17	22	241	10	10	31
Number Scoring 55–100	10	10	221	6	4	24
Number Scoring 65–100	7	4	199	4	2	17
Number Scoring 85–100	0	0	77	0	0	3
Percentage of Tested Scoring 55–100	59%	45%	92%	60%	40%	77%
Percentage of Tested Scoring 65–100	41%	18%	83%	40%	20%	55%
Percentage of Tested Scoring 85–100	0%	0%	32%	0%	0%	10%
<b>Mathematics B (first administered June 2001)</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%
<b>Global History and Geography</b>						
Number Tested	285	270	265	21	29	40
Number Scoring 55–100	280	266	257	21	25	37
Number Scoring 65–100	276	261	241	21	24	26
Number Scoring 85–100	150	102	117	7	2	3
Percentage of Tested Scoring 55–100	98%	99%	97%	100%	86%	93%
Percentage of Tested Scoring 65–100	97%	97%	91%	100%	83%	65%
Percentage of Tested Scoring 85–100	53%	38%	44%	33%	7%	7%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	247	268	269	28	25	30
Number Scoring 55–100	234	264	266	22	24	28
Number Scoring 65–100	224	249	257	18	19	27
Number Scoring 85–100	122	132	167	1	4	8
Percentage of Tested Scoring 55–100	95%	99%	99%	79%	96%	93%
Percentage of Tested Scoring 65–100	91%	93%	96%	64%	76%	90%
Percentage of Tested Scoring 85–100	49%	49%	62%	4%	16%	27%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	213	217	189	21	25	38
Number Scoring 55–100	212	217	187	21	25	36
Number Scoring 65–100	207	216	175	20	24	30
Number Scoring 85–100	28	56	33	0	2	0
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	95%
Percentage of Tested Scoring 65–100	97%	100%	93%	95%	96%	79%
Percentage of Tested Scoring 85–100	13%	26%	17%	0%	8%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	241	203	266	13	9	7
Number Scoring 55–100	235	200	262	13	9	6
Number Scoring 65–100	221	188	253	10	7	6
Number Scoring 85–100	118	92	136	2	1	1
Percentage of Tested Scoring 55–100	98%	99%	98%	100%	100%	86%
Percentage of Tested Scoring 65–100	92%	93%	95%	77%	78%	86%
Percentage of Tested Scoring 85–100	49%	45%	51%	15%	11%	14%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		203	233		3	8
Number Scoring 55–100		200	225		#	8
Number Scoring 65–100		160	183		#	4
Number Scoring 85–100		33	31		#	0
Percentage of Tested Scoring 55–100		99%	97%		#	100%
Percentage of Tested Scoring 65–100		79%	79%		#	50%
Percentage of Tested Scoring 85–100		16%	13%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	31	33	17	3	1	0
Number Scoring 55–100	31	31	17	#	#	0
Number Scoring 65–100	31	30	17	#	#	0
Number Scoring 85–100	12	8	10	#	#	0
Percentage of Tested Scoring 55–100	100%	94%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	91%	100%	#	#	0%
Percentage of Tested Scoring 85–100	39%	24%	59%	#	#	0%
<b>Comprehensive Italian</b>						
Number Tested	0	58	61	0	3	2
Number Scoring 55–100	0	55	60	0	#	#
Number Scoring 65–100	0	54	58	0	#	#
Number Scoring 85–100	0	24	24	0	#	#
Percentage of Tested Scoring 55–100	0%	95%	98%	0%	#	#
Percentage of Tested Scoring 65–100	0%	93%	95%	0%	#	#
Percentage of Tested Scoring 85–100	0%	41%	39%	0%	#	#
<b>Comprehensive German</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%
<b>Comprehensive Hebrew</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%
<b>Comprehensive Spanish</b>						
Number Tested	187	140	119	4	3	7
Number Scoring 55–100	181	136	118	#	#	7
Number Scoring 65–100	174	130	114	#	#	6
Number Scoring 85–100	93	75	74	#	#	2
Percentage of Tested Scoring 55–100	97%	97%	99%	#	#	100%
Percentage of Tested Scoring 65–100	93%	93%	96%	#	#	86%
Percentage of Tested Scoring 85–100	50%	54%	62%	#	#	29%
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	310	255	10	20	18	1
Number Scoring 55–100	276	234	6	12	12	#
Number Scoring 65–100	254	215	3	8	8	#
Number Scoring 85–100	111	114	0	2	2	#
Percentage of Tested Scoring 55–100	89%	92%	60%	60%	67%	#
Percentage of Tested Scoring 65–100	82%	84%	30%	40%	44%	#
Percentage of Tested Scoring 85–100	36%	45%	0%	10%	11%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	200	206	233	9	3	10
Number Scoring 55–100	169	190	210	6	#	7
Number Scoring 65–100	148	184	191	6	#	7
Number Scoring 85–100	60	87	79	0	#	0
Percentage of Tested Scoring 55–100	84%	92%	90%	67%	#	70%
Percentage of Tested Scoring 65–100	74%	89%	82%	67%	#	70%
Percentage of Tested Scoring 85–100	30%	42%	34%	0%	#	0%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	6	100%	9	0%	13	100%
Students with Disabilities	0	0%	6	0%	11	100%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	233	233	233	30	30	30	263	263	263
Number Scoring 55–64	1	9	3	0	6	1	1	15	4
Number Scoring 65–84	92	94	123	18	14	22	110	108	145
Number Scoring 85–100	138	129	107	8	5	2	146	134	109
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)