

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	297	273	261
First	307	328	310
Second	313	313	324
Third	296	315	307
Fourth	295	311	309
Fifth	321	303	321
Sixth	312	332	302
Ungraded Elementary	47	49	82
Seventh	319	325	330
Eighth	307	316	312
Ninth	256	300	309
Tenth	275	262	299
Eleventh	268	265	266
Twelfth	242	276	262
Ungraded Secondary	7	5	13
Total K-12 Enrollment	3862	3973	4007

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	89	2.3%	91	2.3%	97	2.4%
Black (Not Hispanic)	26	0.7%	25	0.6%	25	0.6%
Hispanic	73	1.9%	91	2.3%	84	2.1%
White (Not Hispanic)	3674	95.1%	3766	94.8%	3801	94.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	23	21	22
Common Branch	21	21	22
English Grade 8	16	18	17
Mathematics Grade 8	22	22	22
Science Grade 8	22	22	20
Social Studies Grade 8	18	19	18
English Grade 10	18	22	24
Mathematics Grade 10	15	12	21
Science Grade 10	17	17	20
Social Studies Grade 10	18	20	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	49	1.3%	59	1.5%	62	1.6%
Eligible for Free Lunch	62	1.7%	52	1.4%	67	1.8%

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		95.9%		96.2%		94.9%
Student Suspensions	91	2.4%	106	2.7%	65	1.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.2%	1.4%	1.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	293
Total Other Professional Staff	30
Total Paraprofessionals	82
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	214	156	73%	241	184	76%	224	176	79%
Students with Disabilities	33	3	9%	29	4	14%	29	8	28%
All Students	247	159	64%	270	188	70%	253	184	73%

*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	188	50	4	4	7	0
Percent	74%	20%	2%	2%	3%	0%

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)
29	8	2	31

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

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

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	573
	Number of Students with Disabilities	0	0	75
	Number of All Students	0	0	648
	Percent of Enrollment	0%	0%	99%
6-8	Number of General-Education Students	632	576	846
	Number of Students with Disabilities	0	81	120
	Number of All Students	632	657	966
	Percent of Enrollment	67%	67%	100%
9-12	Number of General-Education Students	0	0	996
	Number of Students with Disabilities	0	0	140
	Number of All Students	0	0	1136
	Percent of Enrollment	0%	0%	99%

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	50	90%	37	89%	1	#
German	0	0%	0	0%	0	0%
Italian	61	100%	59	95%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	172	96%	150	95%	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	7	57%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	9	78%	8	88%	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	4	#	3	#	1	#
Science	2	#	1	#	2	#
Reading	0	0%	2	#	8	75%
Writing	0	0%	2	#	7	86%
Global Studies	1	#	2	#	1	#
U.S. Hist & Gov't	3	#	1	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	65%	21	90%	9	78%
Science	12	58%	6	33%	14	79%
Reading	3	#	11	100%	6	33%
Writing	3	#	11	91%	8	75%
Global Studies	11	55%	18	78%	8	25%
U.S. Hist & Gov't	7	86%	4	#	3	#

(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	273	267	256	28	29	35
Number Scoring 55-100	272	255	248	27	21	33
Number Scoring 65-100	262	249	223	21	18	19
Number Scoring 85-100	132	134	134	1	1	3
Percentage of Tested Scoring 55-100	100%	96%	97%	96%	72%	94%
Percentage of Tested Scoring 65-100	96%	93%	87%	75%	62%	54%
Percentage of Tested Scoring 85-100	48%	50%	52%	4%	3%	9%
Mathematics A						
Number Tested	22	241	335	10	31	39
Number Scoring 55-100	10	221	328	4	24	34
Number Scoring 65-100	4	199	312	2	17	25
Number Scoring 85-100	0	77	165	0	3	3
Percentage of Tested Scoring 55-100	45%	92%	98%	40%	77%	87%
Percentage of Tested Scoring 65-100	18%	83%	93%	20%	55%	64%
Percentage of Tested Scoring 85-100	0%	32%	49%	0%	10%	8%
Mathematics B						
Number Tested	0	0	120	0	0	3
Number Scoring 55-100	0	0	118	0	0	#
Number Scoring 65-100	0	0	109	0	0	#
Number Scoring 85-100	0	0	45	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	91%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	38%	0%	0%	#
Global History and Geography						
Number Tested	270	265	293	29	40	28
Number Scoring 55-100	266	257	286	25	37	22
Number Scoring 65-100	261	241	274	24	26	17
Number Scoring 85-100	102	117	165	2	3	3
Percentage of Tested Scoring 55-100	99%	97%	98%	86%	93%	79%
Percentage of Tested Scoring 65-100	97%	91%	94%	83%	65%	61%
Percentage of Tested Scoring 85-100	38%	44%	56%	7%	7%	11%
U.S. History and Government						
Number Tested	268	269	266	25	30	36
Number Scoring 55-100	264	266	264	24	28	35
Number Scoring 65-100	249	257	249	19	27	29
Number Scoring 85-100	132	167	174	4	8	13
Percentage of Tested Scoring 55-100	99%	99%	99%	96%	93%	97%
Percentage of Tested Scoring 65-100	93%	96%	94%	76%	90%	81%
Percentage of Tested Scoring 85-100	49%	62%	65%	16%	27%	36%

(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	273	259	311	25	39	29
Number Scoring 55-100	273	257	309	25	37	28
Number Scoring 65-100	272	245	304	24	31	25
Number Scoring 85-100	103	91	131	2	1	4
Percentage of Tested Scoring 55-100	100%	99%	99%	100%	95%	97%
Percentage of Tested Scoring 65-100	100%	95%	98%	96%	79%	86%
Percentage of Tested Scoring 85-100	38%	35%	42%	8%	3%	14%
Physical Setting/Earth Science						
Number Tested	203	266	277	9	7	12
Number Scoring 55-100	200	262	267	9	6	11
Number Scoring 65-100	188	253	242	7	6	9
Number Scoring 85-100	92	136	101	1	1	2
Percentage of Tested Scoring 55-100	99%	98%	96%	100%	86%	92%
Percentage of Tested Scoring 65-100	93%	95%	87%	78%	86%	75%
Percentage of Tested Scoring 85-100	45%	51%	36%	11%	14%	17%
Physical Setting/Chemistry						
Number Tested	203	233	200	3	8	11
Number Scoring 55-100	200	225	200	#	8	11
Number Scoring 65-100	160	183	171	#	4	10
Number Scoring 85-100	33	31	55	#	0	0
Percentage of Tested Scoring 55-100	99%	97%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	79%	79%	85%	#	50%	91%
Percentage of Tested Scoring 85-100	16%	13%	28%	#	0%	0%
Physical Setting/Physics						
Number Tested			158			2
Number Scoring 55-100			152			#
Number Scoring 65-100			141			#
Number Scoring 85-100			41			#
Percentage of Tested Scoring 55-100			96%			#
Percentage of Tested Scoring 65-100			89%			#
Percentage of Tested Scoring 85-100			26%			#

* 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	33	17	44	1	0	0
Number Scoring 55-100	31	17	44	#	0	0
Number Scoring 65-100	30	17	44	#	0	0
Number Scoring 85-100	8	10	38	#	0	0
Percentage of Tested Scoring 55-100	94%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	91%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	24%	59%	86%	#	0%	0%
Comprehensive Italian						
Number Tested	58	61	53	3	2	1
Number Scoring 55-100	55	60	53	#	#	#
Number Scoring 65-100	54	58	52	#	#	#
Number Scoring 85-100	24	24	33	#	#	#
Percentage of Tested Scoring 55-100	95%	98%	100%	#	#	#
Percentage of Tested Scoring 65-100	93%	95%	98%	#	#	#
Percentage of Tested Scoring 85-100	41%	39%	62%	#	#	#
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	140	119	170	3	7	8
Number Scoring 55-100	136	118	166	#	7	7
Number Scoring 65-100	130	114	157	#	6	6
Number Scoring 85-100	75	74	68	#	2	1
Percentage of Tested Scoring 55-100	97%	99%	98%	#	100%	88%
Percentage of Tested Scoring 65-100	93%	96%	92%	#	86%	75%
Percentage of Tested Scoring 85-100	54%	62%	40%	#	29%	12%
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	206	233	26	3	10	2
Number Scoring 55-100	190	210	21	#	7	#
Number Scoring 65-100	184	191	15	#	7	#
Number Scoring 85-100	87	79	3	#	0	#
Percentage of Tested Scoring 55-100	92%	90%	81%	#	70%	#
Percentage of Tested Scoring 65-100	89%	82%	58%	#	70%	#
Percentage of Tested Scoring 85-100	42%	34%	12%	#	0%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	9	0%	13	100%	2	#
Students with Disabilities	6	0%	11	100%	1	#

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	269	1%	3%	57%	39%
	Students with Disabilities	49	18%	12%	63%	6%
	All Students	318	4%	4%	58%	34%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	300	0%	19%	63%	18%
	Students with Disabilities	41	17%	59%	20%	5%
	All Students	341	2%	24%	58%	16%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	2	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	235	235	235	31	31	31	266	266	266
Number Scoring 55–64	3	6	2	1	0	1	4	6	3
Number Scoring 65–84	124	69	102	24	21	21	148	90	123
Number Scoring 85–100	105	157	130	3	7	3	108	164	133
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 K-1)						
Number Tested			18			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			5			0
Proficient (37-39)			12			0
Reading and Writing (Grade K-1)						
Number Tested			18			0
Beginning (0-14)			1			0
Intermediate (15-24)			4			0
Advanced (25-32)			7			0
Proficient (33-35)			6			0
Listening and Speaking (Grade 2-4)						
Number Tested			19			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			5			0
Proficient (37-39)			13			0
Reading and Writing (Grade 2-4)						
Number Tested			19			0
Beginning (0-14)			1			0
Intermediate (15-24)			9			0
Advanced (25-32)			3			0
Proficient (33-35)			6			0
Listening and Speaking (Grade 5-6)						
Number Tested			8			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			0			#
Proficient (37-39)			7			#
Reading and Writing (Grade 5-6)						
Number Tested			8			1
Beginning (0-14)			1			#
Intermediate (15-24)			0			#
Advanced (25-32)			5			#
Proficient (33-35)			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 - 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
Listening and Speaking (Grade 7-8)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			7			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			5			#
Proficient (37-39)			2			#
Reading and Writing (Grade 9-12)						
Number Tested			8			1
Beginning (0-14)			0			#
Intermediate (15-24)			2			#
Advanced (25-32)			5			#
Proficient (33-35)			1			#

*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)