

New York State District Report Card

Comprehensive Information Report

BEDS Code: 58-05-07-06-0000
 Name: Connetquot Central School District
 Superintendent: Alan B. Groveman

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	484	557	526
First	508	497	533
Second	562	506	511
Third	536	556	512
Fourth	575	538	559
Fifth	566	561	531
Sixth	572	578	582
Ungraded Elementary	55	52	2
Seventh	560	536	556
Eighth	536	547	587
Ninth	526	534	590
Tenth	463	526	557
Eleventh	484	484	555
Twelfth	446	514	482
Ungraded Secondary	191	174	42
Total K-12 Enrollment	7064	7160	7125

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	207	2.9%	236	3.3%	242	3.4%
Black (Not Hispanic)	58	0.8%	73	1.0%	67	0.9%
Hispanic	275	3.9%	308	4.3%	308	4.3%
White (Not Hispanic)	6524	92.4%	6543	91.4%	6508	91.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	19	20
Common Branch	22	21	21
English Grade 8	23	23	21
Mathematics Grade 8	23	24	21
Science Grade 8	21	22	20
Social Studies Grade 8	22	24	21
English Grade 10	22	22	21
Mathematics Grade 10	21	22	24
Science Grade 10	21	21	21
Social Studies Grade 10	23	24	24

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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	1.0%	97	1.4%	98	1.4%
Eligible for Free Lunch	275	3.9%	347	4.9%	311	4.4%

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		95.6%		95.1%		95.2%
Student Suspensions	251	3.6%	201	2.9%	273	3.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	3.8%	3.4%	4.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	572
Total Other Professional Staff	86
Total Paraprofessionals	117
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*	367	398	358
	Regents Diplomas	291	326	334
	% Regents Diplomas	79%	82%	93%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	52	46	54
	Regents Diplomas	12	16	31
	% Regents Diplomas	23%	35%	57%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	7	9	21
All Students	Total Graduates*	419	444	412
	Regents Diplomas	303	342	365
	% Regents Diplomas	72%	77%	89%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	7	9	21

* 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	222	118	3	4	6	0	2	3
	Percent	62%	33%	1%	1%	2%	0%	1%	1%
Students with Disabilities	Number	7	33	3	0	7	0	4	0
	Percent	13%	61%	6%	0%	13%	0%	7%	0%
All Students	Number	229	151	6	4	13	0	6	3
	Percent	56%	37%	1%	1%	3%	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	28		18	1.0%	12	0.6%
	Entered GED Program*	8		15	0.8%	6	0.3%
	Total Noncompleters	36		33	1.8%	18	1.0%
Students with Disabilities	Dropped Out	4		4	1.2%	10	2.8%
	Entered GED Program*	7		4	1.2%	1	0.3%
	Total Noncompleters	11		8	2.5%	11	3.1%
All Students	Dropped Out	32	1.6%	22	1.0%	22	1.0%
	Entered GED Program*	15	0.7%	19	0.9%	7	0.3%
	Total Noncompleters	47	2.3%	41	1.9%	29	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	342	250	743
	Number of Students with Disabilities	79	64	127
	Number of All Students	421	314	870
	Percent of Enrollment	24%	18%	50%
9–12	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%

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; completion 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	35	100%	45	100%	45	98%
German	0	0%	0	0%	0	0%
Italian	126	94%	203	99%	157	97%
Latin	0	0%	0	0%	0	0%
Spanish	377	99%	326	95%	364	99%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	1	#	3	#	5	100%
Latin	0	0%	0	0%	0	0%
Spanish	17	100%	20	90%	24	100%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	6	67%	5	40%
Science	3	#	5	60%	3	#
Reading	1	#	1	#	5	60%
Writing	1	#	1	#	4	#
Global Studies	3	#	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	52	79%	48	79%	42	57%
Science	36	39%	27	63%	37	62%
Reading	23	78%	20	80%	27	78%
Writing	29	72%	23	100%	26	100%
Global Studies	24	29%	17	24%	20	25%
U.S. Hist & Gov't	32	44%	13	77%	24	42%

(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	497	487	515	58	72	59
Number Scoring 55-100	472	467	508	43	57	57
Number Scoring 65-100	441	450	476	34	52	40
Number Scoring 85-100	229	245	288	5	6	8
Percentage of Tested Scoring 55-100	95%	96%	99%	74%	79%	97%
Percentage of Tested Scoring 65-100	89%	92%	92%	59%	72%	68%
Percentage of Tested Scoring 85-100	46%	50%	56%	9%	8%	14%
Mathematics A						
Number Tested	497	540	636	65	73	97
Number Scoring 55-100	441	534	601	44	70	71
Number Scoring 65-100	388	510	564	30	61	52
Number Scoring 85-100	136	187	169	5	7	5
Percentage of Tested Scoring 55-100	89%	99%	94%	68%	96%	73%
Percentage of Tested Scoring 65-100	78%	94%	89%	46%	84%	54%
Percentage of Tested Scoring 85-100	27%	35%	27%	8%	10%	5%
Mathematics B						
Number Tested	0	302	315	0	7	14
Number Scoring 55-100	0	279	281	0	5	10
Number Scoring 65-100	0	261	231	0	3	8
Number Scoring 85-100	0	88	55	0	0	1
Percentage of Tested Scoring 55-100	0%	92%	89%	0%	71%	71%
Percentage of Tested Scoring 65-100	0%	86%	73%	0%	43%	57%
Percentage of Tested Scoring 85-100	0%	29%	17%	0%	0%	7%
Global History and Geography						
Number Tested	481	565	589	68	85	78
Number Scoring 55-100	457	525	543	61	64	59
Number Scoring 65-100	446	489	494	57	47	36
Number Scoring 85-100	164	215	190	4	9	6
Percentage of Tested Scoring 55-100	95%	93%	92%	90%	75%	76%
Percentage of Tested Scoring 65-100	93%	87%	84%	84%	55%	46%
Percentage of Tested Scoring 85-100	34%	38%	32%	6%	11%	8%
U.S. History and Government						
Number Tested	496	462	544	55	72	79
Number Scoring 55-100	479	437	498	49	61	63
Number Scoring 65-100	457	415	468	36	52	49
Number Scoring 85-100	226	217	280	6	10	13
Percentage of Tested Scoring 55-100	97%	95%	92%	89%	85%	80%
Percentage of Tested Scoring 65-100	92%	90%	86%	65%	72%	62%
Percentage of Tested Scoring 85-100	46%	47%	51%	11%	14%	16%

(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	468	517	576	62	77	71
Number Scoring 55-100	464	506	556	60	71	61
Number Scoring 65-100	447	490	532	50	62	54
Number Scoring 85-100	151	176	186	3	5	5
Percentage of Tested Scoring 55-100	99%	98%	97%	97%	92%	86%
Percentage of Tested Scoring 65-100	96%	95%	92%	81%	81%	76%
Percentage of Tested Scoring 85-100	32%	34%	32%	5%	6%	7%
Physical Setting/Earth Science						
Number Tested	536	578	594	74	59	85
Number Scoring 55-100	517	536	547	68	48	65
Number Scoring 65-100	495	486	483	58	34	42
Number Scoring 85-100	271	178	215	8	8	3
Percentage of Tested Scoring 55-100	96%	93%	92%	92%	81%	76%
Percentage of Tested Scoring 65-100	92%	84%	81%	78%	58%	49%
Percentage of Tested Scoring 85-100	51%	31%	36%	11%	14%	4%
Physical Setting/Chemistry						
Number Tested	352	346	319	16	16	4
Number Scoring 55-100	337	338	314	15	15	#
Number Scoring 65-100	301	303	281	13	13	#
Number Scoring 85-100	31	78	64	0	1	#
Percentage of Tested Scoring 55-100	96%	98%	98%	94%	94%	#
Percentage of Tested Scoring 65-100	86%	88%	88%	81%	81%	#
Percentage of Tested Scoring 85-100	9%	23%	20%	0%	6%	#
Physical Setting/Physics						
Number Tested		111	113		1	0
Number Scoring 55-100		108	110		#	0
Number Scoring 65-100		96	103		#	0
Number Scoring 85-100		25	57		#	0
Percentage of Tested Scoring 55-100		97%	97%		#	0%
Percentage of Tested Scoring 65-100		86%	91%		#	0%
Percentage of Tested Scoring 85-100		23%	50%		#	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	37	27	23	0	0	0
Number Scoring 55-100	37	26	23	0	0	0
Number Scoring 65-100	37	26	23	0	0	0
Number Scoring 85-100	33	19	18	0	0	0
Percentage of Tested Scoring 55-100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	89%	70%	78%	0%	0%	0%
Comprehensive Italian						
Number Tested	129	103	85	2	1	1
Number Scoring 55-100	129	103	85	#	#	#
Number Scoring 65-100	129	103	85	#	#	#
Number Scoring 85-100	90	80	60	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	70%	78%	71%	#	#	#
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	250	262	318	5	5	9
Number Scoring 55-100	249	261	317	5	5	9
Number Scoring 65-100	249	261	315	5	5	9
Number Scoring 85-100	192	203	259	3	2	5
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 85-100	77%	77%	81%	60%	40%	56%
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	438	0%	1%	33%	66%
	Students with Disabilities	79	16%	14%	47%	23%
	All Students	517	3%	3%	35%	60%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	485	1%	9%	61%	29%
	Students with Disabilities	103	5%	43%	51%	1%
	All Students	588	1%	15%	60%	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	7	2	0	0	4	3
Middle Level						
Social Studies	9	1	1	0	0	8
Secondary Level						
English Language Arts	5	0	0	0	2	3
Social Studies	5	0	0	0	0	5
Mathematics	5	0	0	0	0	5
Science	4	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	369	369	369	87	87	87	456	456	456
Number Scoring 55–64	2	9	7	9	9	4	11	18	11
Number Scoring 65–84	197	139	152	51	45	55	248	184	207
Number Scoring 85–100	156	205	203	4	9	10	160	214	213
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		17	25		0	0
Beginning		2	1		0	0
Intermediate		3	6		0	0
Advanced		8	13		0	0
Proficient		4	5		0	0
Reading and Writing (Grade K-1)						
Number Tested		17	25		0	0
Beginning		7	7		0	0
Intermediate		2	9		0	0
Advanced		5	7		0	0
Proficient		3	2		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		24	22		0	0
Beginning		1	0		0	0
Intermediate		3	2		0	0
Advanced		5	8		0	0
Proficient		15	12		0	0
Reading and Writing (Grade 2-4)						
Number Tested		24	22		0	0
Beginning		2	1		0	0
Intermediate		8	1		0	0
Advanced		5	13		0	0
Proficient		9	7		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		3	5		0	0
Beginning		#	1		0	0
Intermediate		#	1		0	0
Advanced		#	0		0	0
Proficient		#	3		0	0
Reading and Writing (Grade 5-6)						
Number Tested		3	5		0	0
Beginning		#	1		0	0
Intermediate		#	1		0	0
Advanced		#	1		0	0
Proficient		#	2		0	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		11	7		3	0
Beginning		0	0		#	0
Intermediate		1	2		#	0
Advanced		7	3		#	0
Proficient		3	2		#	0
Reading and Writing (Grade 7–8)						
Number Tested		11	7		3	0
Beginning		0	1		#	0
Intermediate		5	3		#	0
Advanced		5	1		#	0
Proficient		1	2		#	0
Listening and Speaking (Grade 9–12)						
Number Tested		26	21		1	1
Beginning		3	1		#	#
Intermediate		6	8		#	#
Advanced		10	5		#	#
Proficient		7	7		#	#
Reading and Writing (Grade 9–12)						
Number Tested		26	21		1	1
Beginning		4	2		#	#
Intermediate		10	10		#	#
Advanced		12	2		#	#
Proficient		0	7		#	#

*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)