

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-05-07-06-0000

Name: Connetquot Central School District

Superintendent: Joseph A. Laria

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	441	463	484
First	525	532	508
Second	553	527	562
Third	534	562	536
Fourth	563	534	575
Fifth	582	556	566
Sixth	539	569	572
Ungraded Elementary	124	181	55
Seventh	564	527	560
Eighth	505	535	536
Ninth	510	470	526
Tenth	511	543	463
Eleventh	432	466	484
Twelfth	488	464	446
Ungraded Secondary	44	84	191
Total K-12 Enrollment	6915	7013	7064

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	180	2.6%	223	3.2%	207	2.9%
Black (Not Hispanic)	71	1.0%	51	0.7%	58	0.8%
Hispanic	340	4.9%	303	4.3%	275	3.9%
White (Not Hispanic)	6324	91.5%	6436	91.8%	6524	92.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	20	19
Common Branch	21	21	22
English Grade 8	21	22	23
Mathematics Grade 8	23	24	23
Science Grade 8	21	21	21
Social Studies Grade 8	22	23	22
English Grade 10	21	22	22
Mathematics Grade 10	20	22	21
Science Grade 10	21	23	21
Social Studies Grade 10	24	24	23

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	92	1.3%	94	1.3%	73	1.0%
Eligible for Free Lunch	348	5.4%	305	4.7%	275	3.9%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		95.0%		95.6%
Student Suspensions	243	3.6%	204	2.9%	251	3.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.6%	3.7%	3.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	523
Total Other Professional Staff	62
Total Paraprofessionals	125
Teaching Out of Certification*	22
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	364	257	71%	332	270	81%	367	291	79%
Students with Disabilities	66	10	15%	42	9	21%	52	12	23%
All Students	430	267	62%	374	279	75%	419	303	72%

*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	236	127	7	12	22	15
Percent	56%	30%	2%	3%	5%	4%

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)
52	12	7	59

*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			33		28	
	Entered GED Program*			6		8	
	Total Noncompleters			39		36	
Students with Disabilities	Dropped Out			9		4	
	Entered GED Program*			6		7	
	Total Noncompleters			15		11	
All Students	Dropped Out	11	0.6%	42	2.1%	32	1.6%
	Entered GED Program*	0	0.0%	12	0.6%	15	0.7%
	Total Noncompleters	11	0.6%	54	2.7%	47	2.3%

*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		344	342
	Number of Students with Disabilities		43	79
	Number of All Students		387	421
	Percent of Enrollment		23%	24%
9-12	Number of General-Education Students		221	0
	Number of Students with Disabilities		0	0
	Number of All Students		221	0
	Percent of Enrollment		11%	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	42	100%	28	96%	35	100%
German	0	0%	0	0%	0	0%
Italian	113	99%	134	99%	126	94%
Latin	0	0%	0	0%	0	0%
Spanish	294	99%	314	94%	377	99%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	4	#	2	#	1	#
Latin	0	0%	0	0%	0	0%
Spanish	7	100%	13	92%	17	100%

(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	2	#	1	#	4	#
Science	2	#	6	67%	3	#
Reading	0	0%	2	#	1	#
Writing	0	0%	2	#	1	#
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	59	83%	42	40%	52	79%
Science	33	55%	42	67%	36	39%
Reading	26	42%	37	92%	23	78%
Writing	24	62%	20	100%	29	72%
Global Studies	22	18%	17	82%	24	29%
U.S. Hist & Gov't	42	48%	17	65%	32	44%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	548	442	497	72	53	58
Number Scoring 55–100	532	433	472	59	51	43
Number Scoring 65–100	482	418	441	41	47	34
Number Scoring 85–100	239	277	229	2	25	5
Percentage of Tested Scoring 55–100	97%	98%	95%	82%	96%	74%
Percentage of Tested Scoring 65–100	88%	95%	89%	57%	89%	59%
Percentage of Tested Scoring 85–100	44%	63%	46%	3%	47%	9%
Mathematics A						
Number Tested	0	6	497	0	5	65
Number Scoring 55–100	0	1	441	0	1	44
Number Scoring 65–100	0	0	388	0	0	30
Number Scoring 85–100	0	0	136	0	0	5
Percentage of Tested Scoring 55–100	0%	17%	89%	0%	20%	68%
Percentage of Tested Scoring 65–100	0%	0%	78%	0%	0%	46%
Percentage of Tested Scoring 85–100	0%	0%	27%	0%	0%	8%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	483	521	481	66	62	68
Number Scoring 55–100	475	479	457	63	54	61
Number Scoring 65–100	445	466	446	52	51	57
Number Scoring 85–100	190	146	164	5	4	4
Percentage of Tested Scoring 55–100	98%	92%	95%	95%	87%	90%
Percentage of Tested Scoring 65–100	92%	89%	93%	79%	82%	84%
Percentage of Tested Scoring 85–100	39%	28%	34%	8%	6%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	432	491	496	72	58	55
Number Scoring 55–100	385	458	479	52	50	49
Number Scoring 65–100	334	421	457	27	41	36
Number Scoring 85–100	135	165	226	8	1	6
Percentage of Tested Scoring 55–100	89%	93%	97%	72%	86%	89%
Percentage of Tested Scoring 65–100	77%	86%	92%	38%	71%	65%
Percentage of Tested Scoring 85–100	31%	34%	46%	11%	2%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	441	514	468	40	71	62
Number Scoring 55–100	439	493	464	39	66	60
Number Scoring 65–100	429	480	447	36	61	50
Number Scoring 85–100	123	114	151	1	5	3
Percentage of Tested Scoring 55–100	100%	96%	99%	97%	93%	97%
Percentage of Tested Scoring 65–100	97%	93%	96%	90%	86%	81%
Percentage of Tested Scoring 85–100	28%	22%	32%	3%	7%	5%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	456	526	536	51	80	74
Number Scoring 55–100	448	492	517	47	66	68
Number Scoring 65–100	431	472	495	44	58	58
Number Scoring 85–100	198	252	271	7	9	8
Percentage of Tested Scoring 55–100	98%	94%	96%	92%	82%	92%
Percentage of Tested Scoring 65–100	95%	90%	92%	86%	72%	78%
Percentage of Tested Scoring 85–100	43%	48%	51%	14%	11%	11%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		344	352		8	16
Number Scoring 55–100		320	337		6	15
Number Scoring 65–100		279	301		5	13
Number Scoring 85–100		27	31		0	0
Percentage of Tested Scoring 55–100		93%	96%		75%	94%
Percentage of Tested Scoring 65–100		81%	86%		62%	81%
Percentage of Tested Scoring 85–100		8%	9%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	39	33	37	0	0	0
Number Scoring 55–100	39	32	37	0	0	0
Number Scoring 65–100	38	32	37	0	0	0
Number Scoring 85–100	22	12	33	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	36%	89%	0%	0%	0%
Comprehensive Italian						
Number Tested	75	83	129	0	1	2
Number Scoring 55–100	75	80	129	0	#	#
Number Scoring 65–100	75	79	129	0	#	#
Number Scoring 85–100	57	53	90	0	#	#
Percentage of Tested Scoring 55–100	100%	96%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	95%	100%	0%	#	#
Percentage of Tested Scoring 85–100	76%	64%	70%	0%	#	#
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	218	199	250	0	2	5
Number Scoring 55–100	217	194	249	0	#	5
Number Scoring 65–100	215	192	249	0	#	5
Number Scoring 85–100	154	149	192	0	#	3
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	#	100%
Percentage of Tested Scoring 65–100	99%	96%	100%	0%	#	100%
Percentage of Tested Scoring 85–100	71%	75%	77%	0%	#	60%
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	564	555	91	46	76	18
Number Scoring 55–100	485	436	69	29	36	14
Number Scoring 65–100	431	358	54	23	21	11
Number Scoring 85–100	215	130	2	1	6	0
Percentage of Tested Scoring 55–100	86%	79%	76%	63%	47%	78%
Percentage of Tested Scoring 65–100	76%	65%	59%	50%	28%	61%
Percentage of Tested Scoring 85–100	38%	23%	2%	2%	8%	0%
Sequential Mathematics, Course III						
Number Tested	317	391	365	15	10	20
Number Scoring 55–100	272	354	303	9	9	13
Number Scoring 65–100	249	328	272	7	8	9
Number Scoring 85–100	114	156	102	3	1	3
Percentage of Tested Scoring 55–100	86%	91%	83%	60%	90%	65%
Percentage of Tested Scoring 65–100	79%	84%	75%	47%	80%	45%
Percentage of Tested Scoring 85–100	36%	40%	28%	20%	10%	15%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	117	94%	123	69%	29	100%
Students with Disabilities	37	84%	38	68%	19	89%

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
Nov 2002	General-Education Students	487	1%	3%	69%	27%
	Students with Disabilities	69	17%	17%	54%	12%
	All Students	556	3%	4%	67%	25%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	474	0%	21%	62%	17%
	Students with Disabilities	76	9%	43%	42%	5%
	All Students	550	1%	24%	59%	15%

(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
Elementary Level						
Social Studies	5	0	0	0	0	5
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	387	387	387	63	63	63	450	450	450
Number Scoring 55–64	5	14	4	9	7	6	14	21	10
Number Scoring 65–84	203	212	192	32	28	37	235	240	229
Number Scoring 85–100	173	152	184	5	2	3	178	154	187
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)