

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	463	484	609
First	532	508	554
Second	527	562	566
Third	562	536	609
Fourth	534	575	594
Fifth	556	566	626
Sixth	569	572	653
Ungraded Elementary	181	55	52
Seventh	527	560	536
Eighth	535	536	547
Ninth	470	526	534
Tenth	543	463	526
Eleventh	466	484	484
Twelfth	464	446	514
Ungraded Secondary	84	191	174
Total K-12 Enrollment	7013	7064	7578

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	223	3.2%	207	2.9%	654	8.6%
Black (Not Hispanic)	51	0.7%	58	0.8%	73	1.0%
Hispanic	303	4.3%	275	3.9%	308	4.1%
White (Not Hispanic)	6436	91.8%	6524	92.4%	6543	86.3%

Average Class Size

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	94	1.3%	73	1.0%	97	1.4%
Eligible for Free Lunch	305	4.7%	275	3.9%	347	4.9%

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		95.0%		95.6%		95.1%
Student Suspensions	204	3.0%	251	3.6%	201	2.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.8%	3.8%	3.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	530
Total Other Professional Staff	62
Total Paraprofessionals	126
Teaching Out of Certification*	4

*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	332	270	81%	367	291	79%	398	326	82%
Students with Disabilities	42	9	21%	52	12	23%	46	16	35%
All Students	374	279	75%	419	303	72%	444	342	77%

*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	253	147	10	7	12	15
Percent	57%	33%	2%	2%	3%	3%

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)
46	16	9	55

*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	33		28		18	1.0%
	Entered GED Program*	6		8		15	0.8%
	Total Noncompleters	39		36		33	1.8%
Students with Disabilities	Dropped Out	9		4		4	1.2%
	Entered GED Program*	6		7		4	1.2%
	Total Noncompleters	15		11		8	2.5%
All Students	Dropped Out	42	2.1%	32	1.6%	22	1.0%
	Entered GED Program*	12	0.6%	15	0.7%	19	0.9%
	Total Noncompleters	54	2.7%	47	2.3%	41	1.9%

*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	344	342	250
	Number of Students with Disabilities	43	79	64
	Number of All Students	387	421	314
	Percent of Enrollment	23%	24%	17%
9-12	Number of General-Education Students	221	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	221	0	0
	Percent of Enrollment	11%	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 2003-2004 school year; completion 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	28	96%	35	100%	45	100%
German	0	0%	0	0%	0	0%
Italian	134	99%	126	94%	203	99%
Latin	0	0%	0	0%	0	0%
Spanish	314	94%	377	99%	326	95%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	2	#	1	#	3	#
Latin	0	0%	0	0%	0	0%
Spanish	13	92%	17	100%	20	90%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	4	#	6	67%
Science	6	67%	3	#	5	60%
Reading	2	#	1	#	1	#
Writing	2	#	1	#	1	#
Global Studies	1	#	3	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	42	40%	52	79%	48	79%
Science	42	67%	36	39%	27	63%
Reading	37	92%	23	78%	20	80%
Writing	20	100%	29	72%	23	100%
Global Studies	17	82%	24	29%	17	24%
U.S. Hist & Gov't	17	65%	32	44%	13	77%

(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	442	497	487	53	58	72
Number Scoring 55-100	433	472	467	51	43	57
Number Scoring 65-100	418	441	450	47	34	52
Number Scoring 85-100	277	229	245	25	5	6
Percentage of Tested Scoring 55-100	98%	95%	96%	96%	74%	79%
Percentage of Tested Scoring 65-100	95%	89%	92%	89%	59%	72%
Percentage of Tested Scoring 85-100	63%	46%	50%	47%	9%	8%
Mathematics A						
Number Tested	6	497	540	5	65	73
Number Scoring 55-100	1	441	534	1	44	70
Number Scoring 65-100	0	388	510	0	30	61
Number Scoring 85-100	0	136	187	0	5	7
Percentage of Tested Scoring 55-100	17%	89%	99%	20%	68%	96%
Percentage of Tested Scoring 65-100	0%	78%	94%	0%	46%	84%
Percentage of Tested Scoring 85-100	0%	27%	35%	0%	8%	10%
Mathematics B						
Number Tested	0	0	302	0	0	7
Number Scoring 55-100	0	0	279	0	0	5
Number Scoring 65-100	0	0	261	0	0	3
Number Scoring 85-100	0	0	88	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	92%	0%	0%	71%
Percentage of Tested Scoring 65-100	0%	0%	86%	0%	0%	43%
Percentage of Tested Scoring 85-100	0%	0%	29%	0%	0%	0%
Global History and Geography						
Number Tested	521	481	565	62	68	85
Number Scoring 55-100	479	457	525	54	61	64
Number Scoring 65-100	466	446	489	51	57	47
Number Scoring 85-100	146	164	215	4	4	9
Percentage of Tested Scoring 55-100	92%	95%	93%	87%	90%	75%
Percentage of Tested Scoring 65-100	89%	93%	87%	82%	84%	55%
Percentage of Tested Scoring 85-100	28%	34%	38%	6%	6%	11%
U.S. History and Government						
Number Tested	491	496	462	58	55	72
Number Scoring 55-100	458	479	437	50	49	61
Number Scoring 65-100	421	457	415	41	36	52
Number Scoring 85-100	165	226	217	1	6	10
Percentage of Tested Scoring 55-100	93%	97%	95%	86%	89%	85%
Percentage of Tested Scoring 65-100	86%	92%	90%	71%	65%	72%
Percentage of Tested Scoring 85-100	34%	46%	47%	2%	11%	14%

(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	514	468	517	71	62	77
Number Scoring 55-100	493	464	506	66	60	71
Number Scoring 65-100	480	447	490	61	50	62
Number Scoring 85-100	114	151	176	5	3	5
Percentage of Tested Scoring 55-100	96%	99%	98%	93%	97%	92%
Percentage of Tested Scoring 65-100	93%	96%	95%	86%	81%	81%
Percentage of Tested Scoring 85-100	22%	32%	34%	7%	5%	6%
Physical Setting/Earth Science						
Number Tested	526	536	578	80	74	59
Number Scoring 55-100	492	517	536	66	68	48
Number Scoring 65-100	472	495	486	58	58	34
Number Scoring 85-100	252	271	178	9	8	8
Percentage of Tested Scoring 55-100	94%	96%	93%	82%	92%	81%
Percentage of Tested Scoring 65-100	90%	92%	84%	72%	78%	58%
Percentage of Tested Scoring 85-100	48%	51%	31%	11%	11%	14%
Physical Setting/Chemistry						
Number Tested	344	352	346	8	16	16
Number Scoring 55-100	320	337	338	6	15	15
Number Scoring 65-100	279	301	303	5	13	13
Number Scoring 85-100	27	31	78	0	0	1
Percentage of Tested Scoring 55-100	93%	96%	98%	75%	94%	94%
Percentage of Tested Scoring 65-100	81%	86%	88%	62%	81%	81%
Percentage of Tested Scoring 85-100	8%	9%	23%	0%	0%	6%
Physical Setting/Physics						
Number Tested			111			1
Number Scoring 55-100			108			#
Number Scoring 65-100			96			#
Number Scoring 85-100			25			#
Percentage of Tested Scoring 55-100			97%			#
Percentage of Tested Scoring 65-100			86%			#
Percentage of Tested Scoring 85-100			23%			#

* 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	37	27	0	0	0
Number Scoring 55-100	32	37	26	0	0	0
Number Scoring 65-100	32	37	26	0	0	0
Number Scoring 85-100	12	33	19	0	0	0
Percentage of Tested Scoring 55-100	97%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	36%	89%	70%	0%	0%	0%
Comprehensive Italian						
Number Tested	83	129	103	1	2	1
Number Scoring 55-100	80	129	103	#	#	#
Number Scoring 65-100	79	129	103	#	#	#
Number Scoring 85-100	53	90	80	#	#	#
Percentage of Tested Scoring 55-100	96%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	95%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	64%	70%	78%	#	#	#
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	199	250	262	2	5	5
Number Scoring 55-100	194	249	261	#	5	5
Number Scoring 65-100	192	249	261	#	5	5
Number Scoring 85-100	149	192	203	#	3	2
Percentage of Tested Scoring 55-100	97%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	96%	100%	100%	#	100%	100%
Percentage of Tested Scoring 85-100	75%	77%	77%	#	60%	40%
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	391	365	37	10	20	2
Number Scoring 55-100	354	303	30	9	13	#
Number Scoring 65-100	328	272	25	8	9	#
Number Scoring 85-100	156	102	3	1	3	#
Percentage of Tested Scoring 55-100	91%	83%	81%	90%	65%	#
Percentage of Tested Scoring 65-100	84%	75%	68%	80%	45%	#
Percentage of Tested Scoring 85-100	40%	28%	8%	10%	15%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	123	69%	29	100%	93	98%
Students with Disabilities	38	68%	19	89%	33	85%

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	491	1%	2%	53%	44%
	Students with Disabilities	86	15%	14%	62%	9%
	All Students	577	3%	4%	54%	38%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	497	0%	28%	59%	12%
	Students with Disabilities	80	8%	76%	16%	0%
	All Students	577	1%	34%	53%	11%

(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	8	0	0	3	2	3
Middle Level						
Social Studies	3	0	#	#	#	#
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	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	424	424	424	63	63	63	487	487	487
Number Scoring 55–64	6	5	4	1	9	1	7	14	5
Number Scoring 65–84	258	181	212	41	26	38	299	207	250
Number Scoring 85–100	140	215	195	3	9	7	143	224	202
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			17			0
Beginning (0-18)			2			0
Intermediate (19-31)			3			0
Advanced (32-36)			8			0
Proficient (37-39)			4			0
Reading and Writing (Grade K-1)						
Number Tested			17			0
Beginning (0-14)			7			0
Intermediate (15-24)			2			0
Advanced (25-32)			5			0
Proficient (33-35)			3			0
Listening and Speaking (Grade 2-4)						
Number Tested			24			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			5			0
Proficient (37-39)			15			0
Reading and Writing (Grade 2-4)						
Number Tested			24			0
Beginning (0-14)			2			0
Intermediate (15-24)			8			0
Advanced (25-32)			5			0
Proficient (33-35)			9			0
Listening and Speaking (Grade 5-6)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
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 - 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			11			3
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			7			#
Proficient (37-39)			3			#
Reading and Writing (Grade 7-8)						
Number Tested			11			3
Beginning (0-14)			0			#
Intermediate (15-24)			5			#
Advanced (25-32)			5			#
Proficient (33-35)			1			#
Listening and Speaking (Grade 9-12)						
Number Tested			26			1
Beginning (0-18)			3			#
Intermediate (19-31)			6			#
Advanced (32-36)			10			#
Proficient (37-39)			7			#
Reading and Writing (Grade 9-12)						
Number Tested			26			1
Beginning (0-14)			4			#
Intermediate (15-24)			10			#
Advanced (25-32)			12			#
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)