

# New York State School Report Card Comprehensive Information Report

BEDS Code: 10-09-02-04-0001  
 Name: Germantown Central School  
 Principal: Nicole Ambrosio

Grade Range : K-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	46	48	40
First	63	44	47
Second	58	61	42
Third	59	56	58
Fourth	71	62	51
Fifth	63	74	58
Sixth	76	60	71
Ungraded Elementary	0	0	0
Seventh	57	75	63
Eighth	85	67	71
Ninth	65	77	65
Tenth	53	57	71
Eleventh	53	48	49
Twelfth	58	43	39
Ungraded Secondary	0	0	0
Total K-12 Enrollment	807	772	725

## 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	4	0.5%	3	0.4%	2	0.3%
Black (Not Hispanic)	16	2.0%	13	1.7%	9	1.2%
Hispanic	23	2.9%	20	2.6%	16	2.2%
White (Not Hispanic)	764	94.7%	736	95.3%	698	96.3%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	15	16	9
Common Branch	22	20	18
English Grade 8	18	0	23
Mathematics Grade 8	19	22	22
Science Grade 8	20	23	0
Social Studies Grade 8	21	23	26
English Grade 10	18	22	26
Mathematics Grade 10	19	15	17
Science Grade 10	16	20	22
Social Studies Grade 10	28	19	22

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	3	0.4%	5	0.6%	0	0.0%
Eligible for Free Lunch	106	13.1%	84	10.9%	94	13.0%

### 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		92.4%		92.4%		91.0%
Student Suspensions	2	0.2%	39	4.8%	49	6.4%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.4%	7.8%	10.6%
Public Assistance	11-20%	21-30%	1-10%
Student Stability	71%	91%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	66
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	4
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	0	0	0%	26	26	100%	33	16	48%
Students with Disabilities	0	0	0%	2	2	100%	5	1	20%
All Students	0	0	0%	28	28	100%	38	17	45%

\*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	13	15	0	4	4	2
Percent	34%	39%	0%	11%	11%	5%

## 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)
5	1	2	7

\*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			0		1	
	Entered GED Program*			3		0	
	Total Noncompleters			3		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	0	0.0%	0	0.0%	1	0.4%
	Entered GED Program*	0	0.0%	3	1.3%	0	0.0%
	Total Noncompleters	0	0.0%	3	1.3%	1	0.4%

\*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	183
	Number of Students with Disabilities		0	41
	Number of All Students		0	224
	Percent of Enrollment		0%	100%

## 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%	1	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	18	100%	16	88%	63	95%

### 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%	2	#

(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%	0	0%	0	0%
Science	0	0%	1	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
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	8	75%	0	0%	5	100%
Science	4	#	3	#	3	#
Reading	4	#	1	#	5	100%
Writing	6	100%	0	0%	0	0%
Global Studies	8	38%	5	80%	0	0%
U.S. Hist & Gov't	4	#	2	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	49	52	54	9	5	9
Number Scoring 55–100	42	44	49	3	2	6
Number Scoring 65–100	33	35	45	1	0	4
Number Scoring 85–100	2	15	17	0	0	0
Percentage of Tested Scoring 55–100	86%	85%	91%	33%	40%	67%
Percentage of Tested Scoring 65–100	67%	67%	83%	11%	0%	44%
Percentage of Tested Scoring 85–100	4%	29%	31%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	1	65	63	0	6	7
Number Scoring 55–100	#	55	53	0	4	2
Number Scoring 65–100	#	52	50	0	3	2
Number Scoring 85–100	#	18	9	0	0	0
Percentage of Tested Scoring 55–100	#	85%	84%	0%	67%	29%
Percentage of Tested Scoring 65–100	#	80%	79%	0%	50%	29%
Percentage of Tested Scoring 85–100	#	28%	14%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	35	0	0	1
Number Scoring 55–100	0	0	20	0	0	#
Number Scoring 65–100	0	0	16	0	0	#
Number Scoring 85–100	0	0	1	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	57%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	46%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	3%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	51	57	67	6	7	7
Number Scoring 55–100	49	49	61	5	5	5
Number Scoring 65–100	41	43	58	3	3	5
Number Scoring 85–100	16	11	27	0	0	0
Percentage of Tested Scoring 55–100	96%	86%	91%	83%	71%	71%
Percentage of Tested Scoring 65–100	80%	75%	87%	50%	43%	71%
Percentage of Tested Scoring 85–100	31%	19%	40%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	50	33	46	7	5	5
Number Scoring 55–100	46	32	46	4	4	5
Number Scoring 65–100	43	31	41	3	4	4
Number Scoring 85–100	27	15	23	0	0	1
Percentage of Tested Scoring 55–100	92%	97%	100%	57%	80%	100%
Percentage of Tested Scoring 65–100	86%	94%	89%	43%	80%	80%
Percentage of Tested Scoring 85–100	54%	45%	50%	0%	0%	20%

(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	46	52	65	5	8	6
Number Scoring 55–100	43	51	62	4	7	5
Number Scoring 65–100	38	48	60	3	6	4
Number Scoring 85–100	3	7	9	0	0	0
Percentage of Tested Scoring 55–100	93%	98%	95%	80%	88%	83%
Percentage of Tested Scoring 65–100	83%	92%	92%	60%	75%	67%
Percentage of Tested Scoring 85–100	7%	13%	14%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	38	45	33	1	2	3
Number Scoring 55–100	37	44	32	#	#	#
Number Scoring 65–100	35	37	27	#	#	#
Number Scoring 85–100	11	13	14	#	#	#
Percentage of Tested Scoring 55–100	97%	98%	97%	#	#	#
Percentage of Tested Scoring 65–100	92%	82%	82%	#	#	#
Percentage of Tested Scoring 85–100	29%	29%	42%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		23	29		1	1
Number Scoring 55–100		17	25		#	#
Number Scoring 65–100		10	13		#	#
Number Scoring 85–100		0	1		#	#
Percentage of Tested Scoring 55–100		74%	86%		#	#
Percentage of Tested Scoring 65–100		43%	45%		#	#
Percentage of Tested Scoring 85–100		0%	3%		#	#
<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	0	2	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%
<b>Comprehensive Italian</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 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	20	37	26	1	2	0
Number Scoring 55–100	20	37	26	#	#	0
Number Scoring 65–100	20	36	26	#	#	0
Number Scoring 85–100	11	22	14	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	#	#	0%
Percentage of Tested Scoring 85–100	55%	59%	54%	#	#	0%
<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	35	6	1	1	1	0
Number Scoring 55–100	23	3	#	#	#	0
Number Scoring 65–100	21	1	#	#	#	0
Number Scoring 85–100	9	0	#	#	#	0
Percentage of Tested Scoring 55–100	66%	50%	#	#	#	0%
Percentage of Tested Scoring 65–100	60%	17%	#	#	#	0%
Percentage of Tested Scoring 85–100	26%	0%	#	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	19	17	0	1	0	0
Number Scoring 55–100	12	13	0	#	0	0
Number Scoring 65–100	10	13	0	#	0	0
Number Scoring 85–100	3	5	0	#	0	0
Percentage of Tested Scoring 55–100	63%	76%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	53%	76%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	16%	29%	0%	#	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	4	#	0	0%	8	100%
Students with Disabilities	2	#	1	#	5	80%

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	61	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	64	2%	2%	84%	13%

### 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	58	0%	24%	60%	16%
	Students with Disabilities	9	0%	89%	11%	0%
	All Students	67	0%	33%	54%	13%

(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	43	43	43	8	8	8	51	51	51
Number Scoring 55–64	3	1	2	2	1	2	5	2	4
Number Scoring 65–84	20	15	26	4	4	3	24	19	29
Number Scoring 85–100	16	21	11	0	0	0	16	21	11
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)