

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-05-07-06-0006

Grade Range : 10-12

Name: Connetquot High School

Principal: Jay Matuk

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	0	0	0
Tenth	511	543	463
Eleventh	432	466	484
Twelfth	488	464	446
Ungraded Secondary	0	0	97
Total K-12 Enrollment	1431	1473	1490

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	39	2.7%	46	3.1%	42	2.8%
Black (Not Hispanic)	13	0.9%	6	0.4%	15	1.0%
Hispanic	94	6.6%	66	4.5%	57	3.8%
White (Not Hispanic)	1285	89.8%	1355	92.0%	1376	92.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	21	22	22
Mathematics Grade 10	20	21	20
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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

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	28	2.0%	25	1.7%	23	1.5%
Eligible for Free Lunch	47	3.3%	38	2.6%	32	2.1%

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		93.4%		92.5%		92.2%
Student Suspensions	145	10.1%	104	7.3%	138	9.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.9%	2.0%	2.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	92%	91%

Staff Counts

Staff	2002–2003
Total Teachers	115
Total Other Professional Staff	19
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	0.8%	42	2.9%	32	2.1%
	Entered GED Program*	0	0.0%	12	0.8%	15	1.0%
	Total Noncompleters	11	0.8%	54	3.7%	47	3.2%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	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	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	14	100%	23	91%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	39	95%	34	62%	14	100%

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%	2	#	1	#

(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	#	3	#
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	41	88%	42	40%	46	78%
Science	23	61%	42	67%	21	38%
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	496	72	53	58
Number Scoring 55–100	532	433	471	59	51	43
Number Scoring 65–100	482	418	440	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	374	0	5	64
Number Scoring 55–100	0	1	318	0	1	43
Number Scoring 65–100	0	0	266	0	0	29
Number Scoring 85–100	0	0	32	0	0	4
Percentage of Tested Scoring 55–100	0%	17%	85%	0%	20%	67%
Percentage of Tested Scoring 65–100	0%	0%	71%	0%	0%	45%
Percentage of Tested Scoring 85–100	0%	0%	9%	0%	0%	6%
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	495	72	58	55
Number Scoring 55–100	385	458	478	52	50	49
Number Scoring 65–100	334	421	456	27	41	36
Number Scoring 85–100	135	165	225	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%	45%	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	338	418	342	40	71	62
Number Scoring 55–100	336	397	338	39	66	60
Number Scoring 65–100	326	384	321	36	61	50
Number Scoring 85–100	52	51	56	1	5	3
Percentage of Tested Scoring 55–100	99%	95%	99%	97%	93%	97%
Percentage of Tested Scoring 65–100	96%	92%	94%	90%	86%	81%
Percentage of Tested Scoring 85–100	15%	12%	16%	3%	7%	5%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	2	30	31	0	7	11
Number Scoring 55–100	#	8	23	0	1	9
Number Scoring 65–100	#	4	12	0	0	6
Number Scoring 85–100	#	0	1	0	0	1
Percentage of Tested Scoring 55–100	#	27%	74%	0%	14%	82%
Percentage of Tested Scoring 65–100	#	13%	39%	0%	0%	55%
Percentage of Tested Scoring 85–100	#	0%	3%	0%	0%	9%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		344	351		8	16
Number Scoring 55–100		320	336		6	15
Number Scoring 65–100		279	300		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%	85%		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	446	453	91	46	75	18
Number Scoring 55–100	368	338	69	29	35	14
Number Scoring 65–100	316	261	54	23	20	11
Number Scoring 85–100	109	68	2	1	5	0
Percentage of Tested Scoring 55–100	83%	75%	76%	63%	47%	78%
Percentage of Tested Scoring 65–100	71%	58%	59%	50%	27%	61%
Percentage of Tested Scoring 85–100	24%	15%	2%	2%	7%	0%
Sequential Mathematics, Course III						
Number Tested	317	390	365	15	10	20
Number Scoring 55–100	272	353	303	9	9	13
Number Scoring 65–100	249	327	272	7	8	9
Number Scoring 85–100	114	155	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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	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

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	58	58	58	445	445	445
Number Scoring 55–64	5	14	4	8	7	6	13	21	10
Number Scoring 65–84	203	212	192	31	28	36	234	240	228
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)