

# New York State District Report Card Comprehensive Information Report

BEDS Code: 61-05-01-04-0000

Name: Groton Central School District

Superintendent: Gary P. Smith

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	20	20	20
Kindergarten	85	85	74
First	115	108	97
Second	91	96	89
Third	88	85	89
Fourth	87	104	88
Fifth	103	87	99
Sixth	90	100	84
Ungraded Elementary	0	0	0
Seventh	100	88	95
Eighth	94	94	82
Ninth	115	104	103
Tenth	96	91	83
Eleventh	79	86	76
Twelfth	96	77	81
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1239	1205	1140

## 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	16	1.3%	14	1.2%	8	0.7%
Black (Not Hispanic)	15	1.2%	11	0.9%	16	1.4%
Hispanic	9	0.7%	4	0.3%	4	0.4%
White (Not Hispanic)	1199	96.8%	1176	97.6%	1112	97.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	22	19
Common Branch	19	19	18
English Grade 8	20	16	14
Mathematics Grade 8	17	16	16
Science Grade 8	20	0	16
Social Studies Grade 8	21	16	15
English Grade 10	24	17	21
Mathematics Grade 10	16	16	19
Science Grade 10	24	25	17
Social Studies Grade 10	23	17	17

(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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	259	20.9%	207	17.2%	219	19.2%

### 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%		95.1%		95.2%
Student Suspensions	31	2.4%	44	3.5%	58	4.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.9%	9.0%	10.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	101
Total Other Professional Staff	14
Total Paraprofessionals	24
Teaching Out of Certification*	1
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	78	44	56%	73	48	66%	71	36	51%
Students with Disabilities	3	0	0%	1	0	0%	4	1	25%
All Students	81	44	54%	74	48	65%	75	37	49%

\*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	23	32	2	4	11	3
Percent	31%	43%	3%	5%	15%	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)
4	1	3	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			8		9	
	Entered GED Program*			4		2	
	Total Noncompleters			12		11	
Students with Disabilities	Dropped Out			7		4	
	Entered GED Program*			4		1	
	Total Noncompleters			11		5	
All Students	Dropped Out	10	2.6%	15	4.2%	13	3.8%
	Entered GED Program*	3	0.8%	8	2.2%	3	0.9%
	Total Noncompleters	13	3.4%	23	6.4%	16	4.7%

\*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		72	84
	Number of Students with Disabilities		22	13
	Number of All Students		94	97
	Percent of Enrollment		33%	37%
9-12	Number of General-Education Students		311	285
	Number of Students with Disabilities		44	50
	Number of All Students		355	335
	Percent of Enrollment		99%	98%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	56	68%	49	73%	30	87%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	12	75%	23	52%	37	73%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	5	20%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	0	0%	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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
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	100%	3	#	0	0%
Science	2	#	9	67%	0	0%
Reading	0	0%	4	#	1	#
Writing	0	0%	5	60%	1	#
Global Studies	1	#	1	#	3	#
U.S. Hist & Gov't	2	#	1	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	73	79	65	3	4	2
Number Scoring 55–100	72	78	65	#	#	#
Number Scoring 65–100	72	76	57	#	#	#
Number Scoring 85–100	40	42	35	#	#	#
Percentage of Tested Scoring 55–100	99%	99%	100%	#	#	#
Percentage of Tested Scoring 65–100	99%	96%	88%	#	#	#
Percentage of Tested Scoring 85–100	55%	53%	54%	#	#	#
<b>Mathematics A</b>						
Number Tested	17	57	103	6	5	4
Number Scoring 55–100	8	43	87	0	2	#
Number Scoring 65–100	6	35	79	0	1	#
Number Scoring 85–100	2	15	22	0	1	#
Percentage of Tested Scoring 55–100	47%	75%	84%	0%	40%	#
Percentage of Tested Scoring 65–100	35%	61%	77%	0%	20%	#
Percentage of Tested Scoring 85–100	12%	26%	21%	0%	20%	#
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	86	80	86	4	9	9
Number Scoring 55–100	83	76	79	#	7	5
Number Scoring 65–100	76	60	70	#	2	3
Number Scoring 85–100	25	23	25	#	1	1
Percentage of Tested Scoring 55–100	97%	95%	92%	#	78%	56%
Percentage of Tested Scoring 65–100	88%	75%	81%	#	22%	33%
Percentage of Tested Scoring 85–100	29%	29%	29%	#	11%	11%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	78	78	75	3	3	4
Number Scoring 55–100	72	75	74	#	#	#
Number Scoring 65–100	64	66	73	#	#	#
Number Scoring 85–100	28	20	39	#	#	#
Percentage of Tested Scoring 55–100	92%	96%	99%	#	#	#
Percentage of Tested Scoring 65–100	82%	85%	97%	#	#	#
Percentage of Tested Scoring 85–100	36%	26%	52%	#	#	#

(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	67	62	71	2	5	1
Number Scoring 55–100	67	61	69	#	4	#
Number Scoring 65–100	66	58	67	#	4	#
Number Scoring 85–100	25	17	21	#	1	#
Percentage of Tested Scoring 55–100	100%	98%	97%	#	80%	#
Percentage of Tested Scoring 65–100	99%	94%	94%	#	80%	#
Percentage of Tested Scoring 85–100	37%	27%	30%	#	20%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	85	65	72	8	5	12
Number Scoring 55–100	76	60	54	6	3	4
Number Scoring 65–100	66	54	42	2	1	4
Number Scoring 85–100	23	17	9	0	0	0
Percentage of Tested Scoring 55–100	89%	92%	75%	75%	60%	33%
Percentage of Tested Scoring 65–100	78%	83%	58%	25%	20%	33%
Percentage of Tested Scoring 85–100	27%	26%	12%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		42	28		0	0
Number Scoring 55–100		41	27		0	0
Number Scoring 65–100		33	20		0	0
Number Scoring 85–100		4	4		0	0
Percentage of Tested Scoring 55–100		98%	96%		0%	0%
Percentage of Tested Scoring 65–100		79%	71%		0%	0%
Percentage of Tested Scoring 85–100		10%	14%		0%	0%
<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	39	40	46	0	1	0
Number Scoring 55–100	39	40	46	0	#	0
Number Scoring 65–100	37	38	44	0	#	0
Number Scoring 85–100	22	10	23	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	95%	95%	96%	0%	#	0%
Percentage of Tested Scoring 85–100	56%	25%	50%	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	6	10	13	0	0	0
Number Scoring 55–100	6	10	13	0	0	0
Number Scoring 65–100	6	10	12	0	0	0
Number Scoring 85–100	2	5	12	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	50%	92%	0%	0%	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	66	1	0	1	0	0
Number Scoring 55–100	64	#	0	#	0	0
Number Scoring 65–100	60	#	0	#	0	0
Number Scoring 85–100	33	#	0	#	0	0
Percentage of Tested Scoring 55–100	97%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	91%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	50%	#	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	52	44	28	0	1	1
Number Scoring 55–100	51	44	25	0	#	#
Number Scoring 65–100	47	42	24	0	#	#
Number Scoring 85–100	27	24	9	0	#	#
Percentage of Tested Scoring 55–100	98%	100%	89%	0%	#	#
Percentage of Tested Scoring 65–100	90%	95%	86%	0%	#	#
Percentage of Tested Scoring 85–100	52%	55%	32%	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	51	98%	36	100%	38	92%
Students with Disabilities	4	#	7	100%	3	#

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	80	0%	6%	73%	21%
	Students with Disabilities	19	37%	26%	32%	5%
	All Students	99	7%	10%	65%	18%

### 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	62	0%	27%	55%	18%
	Students with Disabilities	16	25%	56%	19%	0%
	All Students	78	5%	33%	47%	14%

(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	74	74	74	10	10	10	84	84	84
Number Scoring 55–64	2	7	9	0	0	1	2	7	10
Number Scoring 65–84	45	45	34	2	2	0	47	47	34
Number Scoring 85–100	21	18	27	1	0	1	22	18	28
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)