

# New York State School Report Card Comprehensive Information Report

BEDS Code: 10-09-02-04-0001  
 Name: Germantown Central School  
 Principal: Karol Harlow

Grade Range : K-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	48	40	46
First	44	47	39
Second	61	42	45
Third	56	58	44
Fourth	62	51	58
Fifth	74	58	43
Sixth	60	71	58
Ungraded Elementary	0	0	0
Seventh	75	63	72
Eighth	67	71	65
Ninth	77	65	66
Tenth	57	71	54
Eleventh	48	49	67
Twelfth	43	39	56
Ungraded Secondary	0	0	0
Total K-12 Enrollment	772	725	713

## 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	3	0.4%	2	0.3%	0	0.0%
Black (Not Hispanic)	13	1.7%	9	1.2%	10	1.4%
Hispanic	20	2.6%	16	2.2%	13	1.8%
White (Not Hispanic)	736	95.3%	698	96.3%	690	96.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	9	15
Common Branch	20	18	19
English Grade 8	0	23	23
Mathematics Grade 8	22	22	24
Science Grade 8	23	0	26
Social Studies Grade 8	23	26	21
English Grade 10	22	26	0
Mathematics Grade 10	15	17	18
Science Grade 10	20	22	14
Social Studies Grade 10	19	22	18

(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. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.7%	0	0.0%	0	0.0%
Eligible for Free Lunch	84	10.9%	94	13.0%	63	8.8%

### 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		92.4%		91.0%		91.5%
Student Suspensions	39	4.8%	49	6.4%	20	2.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.8%	10.6%	11.2%
Public Assistance	21-30%	1-10%	11-20%
Student Stability	91%	100%	95%

### Staff Counts

Staff	2003-04
Total Teachers	59
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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	26	26	100%	33	16	48%	40	26	65%
Students with Disabilities	2	2	100%	5	1	20%	5	1	20%
All Students	28	28	100%	38	17	45%	45	27	60%

\*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	25	11	0	3	6	0
Percent	56%	24%	0%	7%	13%	0%

## 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)
5	1	5	10

\*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	0		1		19	9.1%
	Entered GED Program*	3		0		0	0.0%
	Total Noncompleters	3		1		19	9.1%
Students with Disabilities	Dropped Out	0		0		4	9.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		4	9.3%
All Students	Dropped Out	0	0.0%	1	0.4%	23	9.1%
	Entered GED Program*	3	1.3%	0	0.0%	0	0.0%
	Total Noncompleters	3	1.3%	1	0.4%	23	9.1%

\*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	81
	Number of Students with Disabilities	0	0	20
	Number of All Students	0	0	101
	Percent of Enrollment	0%	0%	100%
6-8	Number of General-Education Students	0	0	164
	Number of Students with Disabilities	0	0	31
	Number of All Students	0	0	195
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	0	183	204
	Number of Students with Disabilities	0	41	39
	Number of All Students	0	224	243
	Percent of Enrollment	0%	100%	100%

## 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; completer 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	0	0%	0	0%	0	0%
German	0	0%	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	16	88%	63	95%	49	90%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	#	6	83%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	1	#	0	0%
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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	100%	6	100%
Science	3	#	3	#	4	#
Reading	1	#	5	100%	6	67%
Writing	0	0%	0	0%	6	83%
Global Studies	5	80%	0	0%	2	#
U.S. Hist & Gov't	2	#	1	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	52	54	62	5	9	7
Number Scoring 55-100	44	49	56	2	6	2
Number Scoring 65-100	35	45	50	0	4	1
Number Scoring 85-100	15	17	29	0	0	0
Percentage of Tested Scoring 55-100	85%	91%	90%	40%	67%	29%
Percentage of Tested Scoring 65-100	67%	83%	81%	0%	44%	14%
Percentage of Tested Scoring 85-100	29%	31%	47%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	65	63	68	6	7	8
Number Scoring 55-100	55	53	65	4	2	7
Number Scoring 65-100	52	50	60	3	2	5
Number Scoring 85-100	18	9	17	0	0	0
Percentage of Tested Scoring 55-100	85%	84%	96%	67%	29%	88%
Percentage of Tested Scoring 65-100	80%	79%	88%	50%	29%	62%
Percentage of Tested Scoring 85-100	28%	14%	25%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	35	35	0	1	1
Number Scoring 55-100	0	20	28	0	#	#
Number Scoring 65-100	0	16	24	0	#	#
Number Scoring 85-100	0	1	2	0	#	#
Percentage of Tested Scoring 55-100	0%	57%	80%	0%	#	#
Percentage of Tested Scoring 65-100	0%	46%	69%	0%	#	#
Percentage of Tested Scoring 85-100	0%	3%	6%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	57	67	44	7	7	5
Number Scoring 55-100	49	61	41	5	5	5
Number Scoring 65-100	43	58	37	3	5	5
Number Scoring 85-100	11	27	15	0	0	2
Percentage of Tested Scoring 55-100	86%	91%	93%	71%	71%	100%
Percentage of Tested Scoring 65-100	75%	87%	84%	43%	71%	100%
Percentage of Tested Scoring 85-100	19%	40%	34%	0%	0%	40%
<b>U.S. History and Government</b>						
Number Tested	33	46	62	5	5	7
Number Scoring 55-100	32	46	58	4	5	5
Number Scoring 65-100	31	41	52	4	4	5
Number Scoring 85-100	15	23	30	0	1	0
Percentage of Tested Scoring 55-100	97%	100%	94%	80%	100%	71%
Percentage of Tested Scoring 65-100	94%	89%	84%	80%	80%	71%
Percentage of Tested Scoring 85-100	45%	50%	48%	0%	20%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	52	65	38	8	6	6
Number Scoring 55-100	51	62	35	7	5	5
Number Scoring 65-100	48	60	32	6	4	4
Number Scoring 85-100	7	9	6	0	0	0
Percentage of Tested Scoring 55-100	98%	95%	92%	88%	83%	83%
Percentage of Tested Scoring 65-100	92%	92%	84%	75%	67%	67%
Percentage of Tested Scoring 85-100	13%	14%	16%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	45	33	33	2	3	3
Number Scoring 55-100	44	32	33	#	#	#
Number Scoring 65-100	37	27	29	#	#	#
Number Scoring 85-100	13	14	12	#	#	#
Percentage of Tested Scoring 55-100	98%	97%	100%	#	#	#
Percentage of Tested Scoring 65-100	82%	82%	88%	#	#	#
Percentage of Tested Scoring 85-100	29%	42%	36%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	23	29	37	1	1	1
Number Scoring 55-100	17	25	35	#	#	#
Number Scoring 65-100	10	13	27	#	#	#
Number Scoring 85-100	0	1	3	#	#	#
Percentage of Tested Scoring 55-100	74%	86%	95%	#	#	#
Percentage of Tested Scoring 65-100	43%	45%	73%	#	#	#
Percentage of Tested Scoring 85-100	0%	3%	8%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			6			0
Number Scoring 55-100			6			0
Number Scoring 65-100			6			0
Number Scoring 85-100			2			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			33%			0%

\* 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
<b>Comprehensive French</b>						
Number Tested	2	0	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	37	26	30	2	0	1
Number Scoring 55-100	37	26	30	#	0	#
Number Scoring 65-100	36	26	30	#	0	#
Number Scoring 85-100	22	14	22	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	97%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	59%	54%	73%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	17	0	0	0	0	0
Number Scoring 55-100	13	0	0	0	0	0
Number Scoring 65-100	13	0	0	0	0	0
Number Scoring 85-100	5	0	0	0	0	0
Percentage of Tested Scoring 55-100	76%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	76%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	29%	0%	0%	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	8	100%	0	0%
Students with Disabilities	1	#	5	80%	0	0%

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
<b>Nov 2003</b>	General-Education Students	34	3%	0%	74%	24%
	Students with Disabilities	10	30%	20%	50%	0%
	All Students	44	9%	5%	68%	18%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	52	0%	40%	56%	4%
	Students with Disabilities	9	22%	56%	22%	0%
	All Students	61	3%	43%	51%	3%

(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
<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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	45	45	45	13	13	13	58	58	58
Number Scoring 55–64	2	3	2	1	1	1	3	4	3
Number Scoring 65–84	27	16	31	3	4	6	30	20	37
Number Scoring 85–100	10	19	10	0	1	0	10	20	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)