

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-05-07-06-0006  
 Name: Connetquot High School  
 Principal: Gregory Murtha

Grade Range : 10-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	543	463	526
Eleventh	466	484	484
Twelfth	464	446	514
Ungraded Secondary	0	97	70
Total K-12 Enrollment	1473	1490	1594

## 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	46	3.1%	42	2.8%	53	3.3%
Black (Not Hispanic)	6	0.4%	15	1.0%	29	1.8%
Hispanic	66	4.5%	57	3.8%	76	4.8%
White (Not Hispanic)	1355	92.0%	1376	92.3%	1436	90.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	22	22	22
Mathematics Grade 10	21	20	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
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**

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	25	1.7%	23	1.5%	42	2.6%
Eligible for Free Lunch	38	2.6%	32	2.2%	46	2.9%

**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		92.5%		92.2%		92.9%
Student Suspensions	104	7.3%	138	9.4%	101	6.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.0%	2.8%	3.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	92%	91%	97%

**Staff Counts**

Staff	2003-04
Total Teachers	118
Total Other Professional Staff	19
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	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	8	54

\*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		17	1.3%
	Entered GED Program*	6		8		15	1.1%
	Total Noncompleters	39		36		32	2.4%
Students with Disabilities	Dropped Out	9		4		4	1.6%
	Entered GED Program*	6		7		4	1.6%
	Total Noncompleters	15		11		8	3.2%
All Students	Dropped Out	42	2.9%	32	2.1%	21	1.3%
	Entered GED Program*	12	0.8%	15	1.0%	19	1.2%
	Total Noncompleters	54	3.7%	47	3.2%	40	2.6%

\*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)

# 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%	0	0%	0	0%
Italian	23	91%	0	0%	102	100%
Latin	0	0%	0	0%	0	0%
Spanish	34	62%	14	100%	24	71%

## 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%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	2	#	1	#	3	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	3	#
Science	6	67%	3	#	4	#
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%	46	78%	42	81%
Science	42	67%	21	38%	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
<b>Comprehensive English</b>						
Number Tested	442	496	487	53	58	72
Number Scoring 55-100	433	471	467	51	43	57
Number Scoring 65-100	418	440	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%
<b>Mathematics A</b>						
Number Tested	6	374	436	5	64	72
Number Scoring 55-100	1	318	430	1	43	69
Number Scoring 65-100	0	266	406	0	29	60
Number Scoring 85-100	0	32	98	0	4	6
Percentage of Tested Scoring 55-100	17%	85%	99%	20%	67%	96%
Percentage of Tested Scoring 65-100	0%	71%	93%	0%	45%	83%
Percentage of Tested Scoring 85-100	0%	9%	22%	0%	6%	8%
<b>Mathematics B</b>						
Number Tested	0	0	301	0	0	7
Number Scoring 55-100	0	0	278	0	0	5
Number Scoring 65-100	0	0	260	0	0	3
Number Scoring 85-100	0	0	87	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%
<b>Global History and Geography</b>						
Number Tested	521	481	563	62	68	85
Number Scoring 55-100	479	457	523	54	61	64
Number Scoring 65-100	466	446	487	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%
<b>U.S. History and Government</b>						
Number Tested	491	495	462	58	55	72
Number Scoring 55-100	458	478	437	50	49	61
Number Scoring 65-100	421	456	415	41	36	52
Number Scoring 85-100	165	225	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%	45%	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
<b>Living Environment</b>						
Number Tested	418	342	404	71	62	77
Number Scoring 55-100	397	338	393	66	60	71
Number Scoring 65-100	384	321	377	61	50	62
Number Scoring 85-100	51	56	89	5	3	5
Percentage of Tested Scoring 55-100	95%	99%	97%	93%	97%	92%
Percentage of Tested Scoring 65-100	92%	94%	93%	86%	81%	81%
Percentage of Tested Scoring 85-100	12%	16%	22%	7%	5%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	30	31	30	7	11	10
Number Scoring 55-100	8	23	23	1	9	8
Number Scoring 65-100	4	12	14	0	6	4
Number Scoring 85-100	0	1	0	0	1	0
Percentage of Tested Scoring 55-100	27%	74%	77%	14%	82%	80%
Percentage of Tested Scoring 65-100	13%	39%	47%	0%	55%	40%
Percentage of Tested Scoring 85-100	0%	3%	0%	0%	9%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	344	351	346	8	16	16
Number Scoring 55-100	320	336	338	6	15	15
Number Scoring 65-100	279	300	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%	85%	88%	62%	81%	81%
Percentage of Tested Scoring 85-100	8%	9%	23%	0%	0%	6%
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%
<b>Comprehensive Italian</b>						
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%	#	#	#
<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	199	250	261	2	5	5
Number Scoring 55-100	194	249	260	#	5	5
Number Scoring 65-100	192	249	260	#	5	5
Number Scoring 85-100	149	192	202	#	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%
<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	390	365	37	10	20	2
Number Scoring 55-100	353	303	30	9	13	#
Number Scoring 65-100	327	272	25	8	9	#
Number Scoring 85-100	155	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
<b>Nov 2003</b>	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
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	421	421	421	63	63	63	484	484	484
Number Scoring 55–64	6	5	3	1	9	1	7	14	4
Number Scoring 65–84	258	180	212	41	26	38	299	206	250
Number Scoring 85–100	138	215	193	3	9	7	141	224	200
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			19			1
Beginning (0-18)			2			#
Intermediate (19-31)			5			#
Advanced (32-36)			9			#
Proficient (37-39)			3			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			19			1
Beginning (0-14)			2			#
Intermediate (15-24)			8			#
Advanced (25-32)			9			#
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)