

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	40	46	34
First	47	39	46
Second	42	45	42
Third	58	44	42
Fourth	51	58	45
Fifth	58	43	59
Sixth	71	58	51
Ungraded Elementary	0	0	0
Seventh	63	72	56
Eighth	71	65	77
Ninth	65	66	65
Tenth	71	54	61
Eleventh	49	67	51
Twelfth	39	56	63
Ungraded Secondary	0	0	0
Total K-12 Enrollment	725	713	692

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.3%	0	0.0%	3	0.4%
Black (Not Hispanic)	9	1.2%	10	1.4%	5	0.7%
Hispanic	16	2.2%	13	1.8%	15	2.2%
White (Not Hispanic)	698	96.3%	690	96.8%	669	96.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	9	15	17
Common Branch	18	19	20
English Grade 8	23	23	23
Mathematics Grade 8	22	24	26
Science Grade 8	0	26	15
Social Studies Grade 8	26	21	23
English Grade 10	26	0	21
Mathematics Grade 10	17	18	15
Science Grade 10	22	14	17
Social Studies Grade 10	22	18	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	94	13.0%	63	8.8%	78	11.3%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.0%		91.5%		92.5%
Student Suspensions	49	6.4%	20	2.8%	14	2.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	10.6%	11.2%	9.1%
Public Assistance	1-10%	11-20%	1-10%
Student Stability	100%	95%	97%

Staff Counts

Staff	2004-05
Total Teachers	53
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	33	40	57
	Regents Diplomas	16	26	54
	% Regents Diplomas	48%	65%	95%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	5	5	9
	Regents Diplomas	1	1	4
	% Regents Diplomas	20%	20%	44%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	5	3
All Students	Total Graduates*	38	45	66
	Regents Diplomas	17	27	58
	% Regents Diplomas	45%	60%	88%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	5	3

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	21	33	0	0	3	0	0	0
	Percent	37%	58%	0%	0%	5%	0%	0%	0%
Students with Disabilities	Number	2	4	0	1	1	1	0	0
	Percent	22%	44%	0%	11%	11%	11%	0%	0%
All Students	Number	23	37	0	1	4	1	0	0
	Percent	35%	56%	0%	2%	6%	2%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	1		19	9.1%	6	3.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		19	9.1%	6	3.0%
Students with Disabilities	Dropped Out	0		4	9.3%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		4	9.3%	0	0.0%
All Students	Dropped Out	1	0.4%	23	9.1%	6	2.4%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.4%	23	9.1%	6	2.4%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	81	89
	Number of Students with Disabilities	0	20	15
	Number of All Students	0	101	104
	Percent of Enrollment	0%	100%	100%
6-8	Number of General-Education Students	0	164	155
	Number of Students with Disabilities	0	31	29
	Number of All Students	0	195	184
	Percent of Enrollment	0%	100%	100%
9-12	Number of General-Education Students	183	204	204
	Number of Students with Disabilities	41	39	36
	Number of All Students	224	243	240
	Percent of Enrollment	100%	100%	100%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	1	#	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	63	95%	49	90%	57	89%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2	#	6	83%	14	50%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	6	100%	1	#
Science	3	#	4	#	0	0%
Reading	5	100%	6	67%	2	#
Writing	0	0%	6	83%	6	83%
Global Studies	0	0%	2	#	1	#
U.S. Hist & Gov't	1	#	1	#	0	0%

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	54	62	50	9	7	9
Number Scoring 55-100	49	56	44	6	2	8
Number Scoring 65-100	45	50	37	4	1	6
Number Scoring 85-100	17	29	11	0	0	0
Percentage of Tested Scoring 55-100	91%	90%	88%	67%	29%	89%
Percentage of Tested Scoring 65-100	83%	81%	74%	44%	14%	67%
Percentage of Tested Scoring 85-100	31%	47%	22%	0%	0%	0%
Mathematics A						
Number Tested	63	68	62	7	8	9
Number Scoring 55-100	53	65	61	2	7	9
Number Scoring 65-100	50	60	56	2	5	9
Number Scoring 85-100	9	17	19	0	0	2
Percentage of Tested Scoring 55-100	84%	96%	98%	29%	88%	100%
Percentage of Tested Scoring 65-100	79%	88%	90%	29%	62%	100%
Percentage of Tested Scoring 85-100	14%	25%	31%	0%	0%	22%
Mathematics B						
Number Tested	35	35	29	1	1	1
Number Scoring 55-100	20	28	25	#	#	#
Number Scoring 65-100	16	24	20	#	#	#
Number Scoring 85-100	1	2	3	#	#	#
Percentage of Tested Scoring 55-100	57%	80%	86%	#	#	#
Percentage of Tested Scoring 65-100	46%	69%	69%	#	#	#
Percentage of Tested Scoring 85-100	3%	6%	10%	#	#	#
Global History and Geography						
Number Tested	67	44	66	7	5	7
Number Scoring 55-100	61	41	62	5	5	5
Number Scoring 65-100	58	37	56	5	5	4
Number Scoring 85-100	27	15	22	0	2	2
Percentage of Tested Scoring 55-100	91%	93%	94%	71%	100%	71%
Percentage of Tested Scoring 65-100	87%	84%	85%	71%	100%	57%
Percentage of Tested Scoring 85-100	40%	34%	33%	0%	40%	29%
U.S. History and Government						
Number Tested	46	62	47	5	7	5
Number Scoring 55-100	46	58	43	5	5	5
Number Scoring 65-100	41	52	42	4	5	4
Number Scoring 85-100	23	30	23	1	0	2
Percentage of Tested Scoring 55-100	100%	94%	91%	100%	71%	100%
Percentage of Tested Scoring 65-100	89%	84%	89%	80%	71%	80%
Percentage of Tested Scoring 85-100	50%	48%	49%	20%	0%	40%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	65	38	67	6	6	6
Number Scoring 55-100	62	35	63	5	5	5
Number Scoring 65-100	60	32	61	4	4	4
Number Scoring 85-100	9	6	13	0	0	0
Percentage of Tested Scoring 55-100	95%	92%	94%	83%	83%	83%
Percentage of Tested Scoring 65-100	92%	84%	91%	67%	67%	67%
Percentage of Tested Scoring 85-100	14%	16%	19%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	33	33	42	3	3	4
Number Scoring 55-100	32	33	39	#	#	#
Number Scoring 65-100	27	29	32	#	#	#
Number Scoring 85-100	14	12	16	#	#	#
Percentage of Tested Scoring 55-100	97%	100%	93%	#	#	#
Percentage of Tested Scoring 65-100	82%	88%	76%	#	#	#
Percentage of Tested Scoring 85-100	42%	36%	38%	#	#	#
Physical Setting/Chemistry						
Number Tested	29	37	21	1	1	2
Number Scoring 55-100	25	35	20	#	#	#
Number Scoring 65-100	13	27	17	#	#	#
Number Scoring 85-100	1	3	3	#	#	#
Percentage of Tested Scoring 55-100	86%	95%	95%	#	#	#
Percentage of Tested Scoring 65-100	45%	73%	81%	#	#	#
Percentage of Tested Scoring 85-100	3%	8%	14%	#	#	#
Physical Setting/Physics						
Number Tested		6	9		0	0
Number Scoring 55-100		6	9		0	0
Number Scoring 65-100		6	6		0	0
Number Scoring 85-100		2	0		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		100%	67%		0%	0%
Percentage of Tested Scoring 85-100		33%	0%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
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 Italian						
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 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	26	30	33	0	1	3
Number Scoring 55-100	26	30	33	0	#	#
Number Scoring 65-100	26	30	33	0	#	#
Number Scoring 85-100	14	22	26	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	54%	73%	79%	0%	#	#
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	50	0%	4%	64%	32%
	Students with Disabilities	10	20%	30%	40%	10%
	All Students	60	3%	8%	60%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	58	0%	28%	64%	9%
	Students with Disabilities	16	6%	75%	19%	0%
	All Students	74	1%	38%	54%	7%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	59	59	59	10	10	10	69	69	69
Number Scoring 55–64	2	4	1	1	1	1	3	5	2
Number Scoring 65–84	26	18	42	5	5	5	31	23	47
Number Scoring 85–100	27	33	14	1	0	0	28	33	14
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)