

New York State School Report Card Comprehensive Information Report

BEDS Code: 19-09-01-04-0001

Grade Range : 6-12

Name: Hunter-Tannersville Middle School High School

Principal: Thomas J. Averill

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	41	43	54
Ungraded Elementary	0	0	0
Seventh	48	41	40
Eighth	40	34	41
Ninth	42	63	44
Tenth	50	37	64
Eleventh	41	40	30
Twelfth	40	34	41
Ungraded Secondary	0	4	5
Total K-12 Enrollment	302	296	319

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	3	1.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	5	1.7%	2	0.7%	4	1.3%
Hispanic	5	1.7%	4	1.4%	3	0.9%
White (Not Hispanic)	289	95.7%	290	98.0%	312	97.8%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	5	0
English Grade 8	24	18	21
Mathematics Grade 8	16	12	19
Science Grade 8	0	13	19
Social Studies Grade 8	0	18	21
English Grade 10	17	13	20
Mathematics Grade 10	22	15	9
Science Grade 10	39	13	0
Social Studies Grade 10	10	11	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
51	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 higher 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	4	1.3%	13	4.4%	3	0.9%
Eligible for Free Lunch	61	20.2%	36	12.2%	73	22.9%

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		92.9%		94.5%		95.5%
Student Suspensions	34	11.3%	27	8.9%	17	5.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.3%	4.1%	2.2%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	98%	100%	93%

Staff Counts

Staff	2002–2003
Total Teachers	29
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	31	18	58%	26	19	73%	32	27	84%
Students with Disabilities	7	3	43%	9	2	22%	5	0	0%
All Students	38	21	55%	35	21	60%	37	27	73%

*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	18	7	2	3	0	7
Percent	49%	19%	5%	8%	0%	19%

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)
5	0	0	5

*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			0		5	
	Entered GED Program*			0		0	
	Total Noncompleters			0		5	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	2	1.2%	0	0.0%	6	3.3%
	Entered GED Program*	2	1.2%	0	0.0%	0	0.0%
	Total Noncompleters	4	2.3%	0	0.0%	6	3.3%

*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	14	93%	13	92%	15	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	10	80%	29	83%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	100%	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	1	#	0	0%	0	0%

(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%	1	#	4	#
Science	0	0%	1	#	4	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	6	100%	2	#
Science	5	80%	3	#	0	0%
Reading	5	100%	5	100%	0	0%
Writing	3	#	2	#	0	0%
Global Studies	6	100%	3	#	2	#
U.S. Hist & Gov't	7	86%	3	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	39	42	36	11	6	3
Number Scoring 55–100	37	40	36	9	5	#
Number Scoring 65–100	33	39	34	5	4	#
Number Scoring 85–100	11	23	14	2	0	#
Percentage of Tested Scoring 55–100	95%	95%	100%	82%	83%	#
Percentage of Tested Scoring 65–100	85%	93%	94%	45%	67%	#
Percentage of Tested Scoring 85–100	28%	55%	39%	18%	0%	#
Mathematics A						
Number Tested	0	10	49	0	4	3
Number Scoring 55–100	0	4	39	0	#	#
Number Scoring 65–100	0	4	34	0	#	#
Number Scoring 85–100	0	0	11	0	#	#
Percentage of Tested Scoring 55–100	0%	40%	80%	0%	#	#
Percentage of Tested Scoring 65–100	0%	40%	69%	0%	#	#
Percentage of Tested Scoring 85–100	0%	0%	22%	0%	#	#
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	48	34	69	9	5	6
Number Scoring 55–100	46	33	64	9	4	2
Number Scoring 65–100	42	29	56	6	2	0
Number Scoring 85–100	16	3	32	0	0	0
Percentage of Tested Scoring 55–100	96%	97%	93%	100%	80%	33%
Percentage of Tested Scoring 65–100	88%	85%	81%	67%	40%	0%
Percentage of Tested Scoring 85–100	33%	9%	46%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	39	49	33	12	6	3
Number Scoring 55–100	36	47	33	9	6	#
Number Scoring 65–100	33	42	30	6	2	#
Number Scoring 85–100	19	22	9	3	0	#
Percentage of Tested Scoring 55–100	92%	96%	100%	75%	100%	#
Percentage of Tested Scoring 65–100	85%	86%	91%	50%	33%	#
Percentage of Tested Scoring 85–100	49%	45%	27%	25%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	38	43	48	6	5	1
Number Scoring 55–100	38	43	48	6	5	#
Number Scoring 65–100	37	43	47	5	5	#
Number Scoring 85–100	14	14	22	1	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	#
Percentage of Tested Scoring 65–100	97%	100%	98%	83%	100%	#
Percentage of Tested Scoring 85–100	37%	33%	46%	17%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	37	55	50	7	5	2
Number Scoring 55–100	35	53	45	7	3	#
Number Scoring 65–100	29	50	38	3	2	#
Number Scoring 85–100	8	17	15	0	0	#
Percentage of Tested Scoring 55–100	95%	96%	90%	100%	60%	#
Percentage of Tested Scoring 65–100	78%	91%	76%	43%	40%	#
Percentage of Tested Scoring 85–100	22%	31%	30%	0%	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		19	19		0	0
Number Scoring 55–100		19	14		0	0
Number Scoring 65–100		17	13		0	0
Number Scoring 85–100		6	5		0	0
Percentage of Tested Scoring 55–100		100%	74%		0%	0%
Percentage of Tested Scoring 65–100		89%	68%		0%	0%
Percentage of Tested Scoring 85–100		32%	26%		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	21	5	9	1	0	1
Number Scoring 55–100	21	5	9	#	0	#
Number Scoring 65–100	21	5	8	#	0	#
Number Scoring 85–100	11	1	3	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	89%	#	0%	#
Percentage of Tested Scoring 85–100	52%	20%	33%	#	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	1	0	1	0	0	0
Number Scoring 55–100	#	0	#	0	0	0
Number Scoring 65–100	#	0	#	0	0	0
Number Scoring 85–100	#	0	#	0	0	0
Percentage of Tested Scoring 55–100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	#	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	21	12	16	1	0	0
Number Scoring 55–100	21	12	16	#	0	0
Number Scoring 65–100	21	12	16	#	0	0
Number Scoring 85–100	13	9	10	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	62%	75%	62%	#	0%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	47	50	12	7	2	0
Number Scoring 55–100	30	41	10	3	#	0
Number Scoring 65–100	27	34	10	3	#	0
Number Scoring 85–100	9	12	3	0	#	0
Percentage of Tested Scoring 55–100	64%	82%	83%	43%	#	0%
Percentage of Tested Scoring 65–100	57%	68%	83%	43%	#	0%
Percentage of Tested Scoring 85–100	19%	24%	25%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	29	28	28	3	0	0
Number Scoring 55–100	21	22	21	#	0	0
Number Scoring 65–100	19	21	19	#	0	0
Number Scoring 85–100	8	16	9	#	0	0
Percentage of Tested Scoring 55–100	72%	79%	75%	#	0%	0%
Percentage of Tested Scoring 65–100	66%	75%	68%	#	0%	0%
Percentage of Tested Scoring 85–100	28%	57%	32%	#	0%	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	11	100%	7	100%	11	100%
Students with Disabilities	7	100%	5	100%	1	#

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	34	0%	24%	62%	15%
	Students with Disabilities	6	0%	50%	50%	0%
	All Students	40	0%	28%	60%	13%

(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	29	29	29	4	4	4	33	33	33
Number Scoring 55–64	#	#	#	#	#	#	1	4	1
Number Scoring 65–84	#	#	#	#	#	#	16	14	15
Number Scoring 85–100	#	#	#	#	#	#	15	14	16
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)