

# New York State District Report Card Comprehensive Information Report

BEDS Code: 51-12-01-04-0000

Name: Hammond Central School District

Superintendent: Dennis Johnson

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	18	0
Kindergarten	24	23	20
First	26	22	26
Second	18	19	22
Third	23	22	23
Fourth	23	21	25
Fifth	31	22	22
Sixth	27	31	22
Ungraded Elementary	11	20	11
Seventh	39	25	31
Eighth	30	33	29
Ninth	25	30	32
Tenth	20	22	26
Eleventh	19	22	21
Twelfth	33	20	19
Ungraded Secondary	0	0	13
Total K-12 Enrollment	349	332	342

## 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	0.9%	2	0.6%	0	0.0%
Black (Not Hispanic)	4	1.1%	4	1.2%	2	0.6%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	342	98.0%	326	98.2%	340	99.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	24	24	20
Common Branch	17	19	20
English Grade 8	33	32	15
Mathematics Grade 8	29	33	15
Science Grade 8	16	17	15
Social Studies Grade 8	30	32	15
English Grade 10	19	22	15
Mathematics Grade 10	13	0	10
Science Grade 10	22	19	15
Social Studies Grade 10	10	11	14

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high 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	87	24.9%	89	26.8%	86	25.2%

### 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		96.0%		95.5%		95.8%
Student Suspensions	5	1.4%	8	2.3%	0	0.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.6%	10.2%	9.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	28
Total Other Professional Staff	5
Total Paraprofessionals	4
Teaching Out of Certification*	3
Teachers with Temporary Licenses	2

\*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	23	15	65%	18	11	61%	17	12	71%
Students with Disabilities	1	0	0%	1	0	0%	1	0	0%
All Students	24	15	62%	19	11	58%	18	12	67%

\*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	9	8	0	0	1	0
Percent	50%	44%	0%	0%	6%	0%

## 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)
1	0	1	2

\*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			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	2	2.1%	2	2.1%	0	0.0%
	Entered GED Program*	1	1.0%	0	0.0%	0	0.0%
	Total Noncompleters	3	3.1%	2	2.1%	0	0.0%

\*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%	94%
2-3		0%	94%

## 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		55	66
	Number of Students with Disabilities		3	0
	Number of All Students		58	66
	Percent of Enrollment		62%	75%
9-12	Number of General-Education Students		0	98
	Number of Students with Disabilities		0	0
	Number of All Students		0	98
	Percent of Enrollment		0%	92%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	27	89%	32	81%	18	89%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%	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%	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%	0	0%
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	0	0%	3	#	4	#
Science	0	0%	1	#	2	#
Reading	0	0%	2	#	3	#
Writing	0	0%	2	#	3	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	22	34	19	1	1	3
Number Scoring 55–100	21	33	17	#	#	#
Number Scoring 65–100	12	30	15	#	#	#
Number Scoring 85–100	3	13	9	#	#	#
Percentage of Tested Scoring 55–100	95%	97%	89%	#	#	#
Percentage of Tested Scoring 65–100	55%	88%	79%	#	#	#
Percentage of Tested Scoring 85–100	14%	38%	47%	#	#	#
<b>Mathematics A</b>						
Number Tested	0	16	30	0	2	1
Number Scoring 55–100	0	13	27	0	#	#
Number Scoring 65–100	0	11	22	0	#	#
Number Scoring 85–100	0	3	6	0	#	#
Percentage of Tested Scoring 55–100	0%	81%	90%	0%	#	#
Percentage of Tested Scoring 65–100	0%	69%	73%	0%	#	#
Percentage of Tested Scoring 85–100	0%	19%	20%	0%	#	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	6	0	0	0
Number Scoring 55–100	0	0	4	0	0	0
Number Scoring 65–100	0	0	2	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	67%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	33%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	18	20	27	1	3	1
Number Scoring 55–100	18	20	26	#	#	#
Number Scoring 65–100	18	18	24	#	#	#
Number Scoring 85–100	9	5	10	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	96%	#	#	#
Percentage of Tested Scoring 65–100	100%	90%	89%	#	#	#
Percentage of Tested Scoring 85–100	50%	25%	37%	#	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	18	34	18	1	2	3
Number Scoring 55–100	18	34	18	#	#	#
Number Scoring 65–100	18	32	17	#	#	#
Number Scoring 85–100	6	15	7	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	94%	94%	#	#	#
Percentage of Tested Scoring 85–100	33%	44%	39%	#	#	#

(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	21	16	29	2	2	2
Number Scoring 55–100	21	16	29	#	#	#
Number Scoring 65–100	19	16	28	#	#	#
Number Scoring 85–100	8	3	13	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	90%	100%	97%	#	#	#
Percentage of Tested Scoring 85–100	38%	19%	45%	#	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	19	32	33	1	2	2
Number Scoring 55–100	18	28	30	#	#	#
Number Scoring 65–100	15	23	24	#	#	#
Number Scoring 85–100	0	4	3	#	#	#
Percentage of Tested Scoring 55–100	95%	88%	91%	#	#	#
Percentage of Tested Scoring 65–100	79%	72%	73%	#	#	#
Percentage of Tested Scoring 85–100	0%	12%	9%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		15	11		0	0
Number Scoring 55–100		15	11		0	0
Number Scoring 65–100		15	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%	55%		0%	0%
Percentage of Tested Scoring 85–100		13%	0%		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	0	1	0	0	1	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%
<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	5	8	6	0	0	0
Number Scoring 55–100	5	8	6	0	0	0
Number Scoring 65–100	5	8	6	0	0	0
Number Scoring 85–100	4	6	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	80%	75%	100%	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	22	12	3	0	1	0
Number Scoring 55–100	17	8	#	0	#	0
Number Scoring 65–100	15	3	#	0	#	0
Number Scoring 85–100	9	1	#	0	#	0
Percentage of Tested Scoring 55–100	77%	67%	#	0%	#	0%
Percentage of Tested Scoring 65–100	68%	25%	#	0%	#	0%
Percentage of Tested Scoring 85–100	41%	8%	#	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	8	12	2	0	0	0
Number Scoring 55–100	6	10	#	0	0	0
Number Scoring 65–100	6	10	#	0	0	0
Number Scoring 85–100	3	5	#	0	0	0
Percentage of Tested Scoring 55–100	75%	83%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	75%	83%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	42%	#	0%	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	16	100%	19	100%	4	#
Students with Disabilities	2	#	2	#	5	40%

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	22	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	24	4%	8%	67%	21%

### 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	19	0%	21%	79%	0%
	Students with Disabilities	8	0%	75%	25%	0%
	All Students	27	0%	37%	63%	0%

(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	16	16	16	3	3	3	19	19	19
Number Scoring 55–64	#	#	#	#	#	#	0	1	0
Number Scoring 65–84	#	#	#	#	#	#	8	7	7
Number Scoring 85–100	#	#	#	#	#	#	9	9	10
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)