

# New York State School Report Card Comprehensive Information Report

BEDS Code: 51-13-01-04-0002  
 Name: Hermon-Dekalb Central School  
 Principal: Timothy A. Richards

Grade Range : PK-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	27	24	26
Kindergarten	24	29	30
First	41	23	30
Second	29	36	25
Third	39	28	26
Fourth	32	37	27
Fifth	33	29	37
Sixth	37	34	31
Ungraded Elementary	0	0	0
Seventh	29	41	31
Eighth	31	31	37
Ninth	40	25	29
Tenth	36	37	23
Eleventh	39	29	36
Twelfth	32	39	26
Ungraded Secondary	0	0	0
Total K-12 Enrollment	442	418	388

## 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	5	1.1%	4	1.0%	4	1.0%
Black (Not Hispanic)	5	1.1%	5	1.2%	5	1.3%
Hispanic	0	0.0%	0	0.0%	1	0.3%
White (Not Hispanic)	432	97.7%	409	97.8%	378	97.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	12	15	16
Common Branch	15	13	15
English Grade 8	16	14	19
Mathematics Grade 8	21	14	16
Science Grade 8	28	15	17
Social Studies Grade 8	16	16	19
English Grade 10	17	17	13
Mathematics Grade 10	0	0	0
Science Grade 10	18	19	13
Social Studies Grade 10	28	37	12

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar 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

	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	137	31.0%	112	26.8%	144	37.1%

### 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		95.9%		95.5%		95.3%
Student Suspensions	11	2.2%	20	4.5%	33	7.9%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.0%	10.3%	6.2%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	97%	97%	88%

### Staff Counts

Staff	2002–2003
Total Teachers	40
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	30	13	43%	37	17	46%	24	16	67%
Students with Disabilities	0	0	0%	1	0	0%	3	0	0%
All Students	30	13	43%	38	17	45%	27	16	59%

\*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	1	5	4	0
Percent	33%	30%	4%	19%	15%	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)
3	0	0	3

\*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			7		1	
	Entered GED Program*			0		0	
	Total Noncompleters			7		1	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	4	2.7%	8	6.2%	1	0.9%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	4	2.7%	8	6.2%	1	0.9%

\*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		60	0
	Number of Students with Disabilities		0	5
	Number of All Students		60	5
	Percent of Enrollment		57%	5%
9-12	Number of General-Education Students		104	69
	Number of Students with Disabilities		0	18
	Number of All Students		104	87
	Percent of Enrollment		80%	76%

## 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	0	0%	30	60%	4	#

### 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%	1	#
U.S. Hist & Gov't	1	#	0	0%	2	#

## Students with Disabilities

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

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	42	28	33	3	3	3
Number Scoring 55–100	41	27	32	#	#	#
Number Scoring 65–100	39	24	30	#	#	#
Number Scoring 85–100	11	9	11	#	#	#
Percentage of Tested Scoring 55–100	98%	96%	97%	#	#	#
Percentage of Tested Scoring 65–100	93%	86%	91%	#	#	#
Percentage of Tested Scoring 85–100	26%	32%	33%	#	#	#
<b>Mathematics A</b>						
Number Tested	4	11	32	1	1	4
Number Scoring 55–100	#	8	31	#	#	#
Number Scoring 65–100	#	6	28	#	#	#
Number Scoring 85–100	#	0	5	#	#	#
Percentage of Tested Scoring 55–100	#	73%	97%	#	#	#
Percentage of Tested Scoring 65–100	#	55%	88%	#	#	#
Percentage of Tested Scoring 85–100	#	0%	16%	#	#	#
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	29	35	23	0	3	3
Number Scoring 55–100	29	32	20	0	#	#
Number Scoring 65–100	28	27	19	0	#	#
Number Scoring 85–100	15	5	7	0	#	#
Percentage of Tested Scoring 55–100	100%	91%	87%	0%	#	#
Percentage of Tested Scoring 65–100	97%	77%	83%	0%	#	#
Percentage of Tested Scoring 85–100	52%	14%	30%	0%	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	40	26	42	4	1	3
Number Scoring 55–100	35	23	37	#	#	#
Number Scoring 65–100	30	16	29	#	#	#
Number Scoring 85–100	11	7	7	#	#	#
Percentage of Tested Scoring 55–100	88%	88%	88%	#	#	#
Percentage of Tested Scoring 65–100	75%	62%	69%	#	#	#
Percentage of Tested Scoring 85–100	28%	27%	17%	#	#	#

(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	31	36	24	0	4	2
Number Scoring 55–100	31	35	23	0	#	#
Number Scoring 65–100	31	34	22	0	#	#
Number Scoring 85–100	7	15	4	0	#	#
Percentage of Tested Scoring 55–100	100%	97%	96%	0%	#	#
Percentage of Tested Scoring 65–100	100%	94%	92%	0%	#	#
Percentage of Tested Scoring 85–100	23%	42%	17%	0%	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	28	17	15	0	1	1
Number Scoring 55–100	28	17	14	0	#	#
Number Scoring 65–100	27	15	14	0	#	#
Number Scoring 85–100	14	7	11	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	93%	0%	#	#
Percentage of Tested Scoring 65–100	96%	88%	93%	0%	#	#
Percentage of Tested Scoring 85–100	50%	41%	73%	0%	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		22	26		0	1
Number Scoring 55–100		21	19		0	#
Number Scoring 65–100		15	12		0	#
Number Scoring 85–100		2	1		0	#
Percentage of Tested Scoring 55–100		95%	73%		0%	#
Percentage of Tested Scoring 65–100		68%	46%		0%	#
Percentage of Tested Scoring 85–100		9%	4%		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	17	0	0	0	0	0
Number Scoring 55–100	17	0	0	0	0	0
Number Scoring 65–100	17	0	0	0	0	0
Number Scoring 85–100	10	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	59%	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	0	21	22	0	0	1
Number Scoring 55–100	0	20	22	0	0	#
Number Scoring 65–100	0	20	22	0	0	#
Number Scoring 85–100	0	11	10	0	0	#
Percentage of Tested Scoring 55–100	0%	95%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	95%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	52%	45%	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	31	4	3	0	0	0
Number Scoring 55–100	24	#	#	0	0	0
Number Scoring 65–100	19	#	#	0	0	0
Number Scoring 85–100	4	#	#	0	0	0
Percentage of Tested Scoring 55–100	77%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	61%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	13%	#	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	15	22	22	0	0	1
Number Scoring 55–100	10	21	14	0	0	#
Number Scoring 65–100	9	18	10	0	0	#
Number Scoring 85–100	3	6	2	0	0	#
Percentage of Tested Scoring 55–100	67%	95%	64%	0%	0%	#
Percentage of Tested Scoring 65–100	60%	82%	45%	0%	0%	#
Percentage of Tested Scoring 85–100	20%	27%	9%	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	30	100%	31	94%	21	100%
Students with Disabilities	3	#	3	#	2	#

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	34	0%	0%	59%	41%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	34	0%	0%	59%	41%

### 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	30	0%	57%	40%	3%
	Students with Disabilities	5	0%	100%	0%	0%
	All Students	35	0%	63%	34%	3%

(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	23	23	23	5	5	5	28	28	28
Number Scoring 55–64	1	5	0	1	2	0	2	7	0
Number Scoring 65–84	9	10	17	2	0	2	11	10	19
Number Scoring 85–100	13	5	6	0	0	0	13	5	6
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)