

New York State School Report Card Comprehensive Information Report

BEDS Code: 64-10-01-04-0001

Grade Range : PK-12

Name: Hartford Central School

Principal: P. Sweeney & D. Anderson

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	39	0	23
Kindergarten	40	45	42
First	43	40	41
Second	61	32	46
Third	51	48	33
Fourth	43	58	45
Fifth	45	48	64
Sixth	64	40	45
Ungraded Elementary	0	0	0
Seventh	53	46	44
Eighth	50	65	54
Ninth	58	50	59
Tenth	40	43	49
Eleventh	44	46	41
Twelfth	33	38	47
Ungraded Secondary	0	0	0
Total K-12 Enrollment	625	599	610

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	0	0.0%	0	0.0%	1	0.2%
Black (Not Hispanic)	4	0.6%	3	0.5%	6	1.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	621	99.4%	596	99.5%	603	98.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	22	20
Common Branch	19	20	19
English Grade 8	14	20	18
Mathematics Grade 8	14	20	24
Science Grade 8	17	0	26
Social Studies Grade 8	17	22	26
English Grade 10	27	17	21
Mathematics Grade 10	22	16	19
Science Grade 10	16	13	0
Social Studies Grade 10	17	37	22

(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. 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	99	15.8%	93	15.5%	118	19.3%

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		96.7%		95.6%		96.1%
Student Suspensions	40	6.5%	38	6.1%	0	0.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.5%	8.0%	4.8%
Public Assistance	1-10%	31-40%	41-50%
Student Stability	94%	100%	96%

Staff Counts

Staff	2002–2003
Total Teachers	52
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	1

*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	14	47%	31	14	45%	30	13	43%
Students with Disabilities	6	0	0%	2	0	0%	8	0	0%
All Students	36	14	39%	33	14	42%	38	13	34%

*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	14	9	2	0	12	1
Percent	37%	24%	5%	0%	32%	3%

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)
8	0	3	11

*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		0	
	Entered GED Program*			2		5	
	Total Noncompleters			2		5	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			1		1	
	Total Noncompleters			1		3	
All Students	Dropped Out	4	2.3%	0	0.0%	2	1.0%
	Entered GED Program*	0	0.0%	3	1.7%	6	3.1%
	Total Noncompleters	4	2.3%	3	1.7%	8	4.1%

*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	54
	Number of Students with Disabilities		0	0
	Number of All Students		0	54
	Percent of Enrollment		0%	38%
9–12	Number of General-Education Students		0	195
	Number of Students with Disabilities		0	0
	Number of All Students		0	195
	Percent of Enrollment		0%	99%

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%	46	59%	18	61%
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%	20	70%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	4	#	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%	1	#	0	0%
Science	0	0%	1	#	1	#
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	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%	4	#	9	89%
Science	0	0%	1	#	11	27%
Reading	0	0%	0	0%	9	78%
Writing	1	#	0	0%	9	56%
Global Studies	0	0%	2	#	7	57%
U.S. Hist & Gov't	0	0%	6	67%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	38	42	35	2	8	3
Number Scoring 55–100	37	38	35	#	4	#
Number Scoring 65–100	27	36	30	#	3	#
Number Scoring 85–100	3	14	11	#	0	#
Percentage of Tested Scoring 55–100	97%	90%	100%	#	50%	#
Percentage of Tested Scoring 65–100	71%	86%	86%	#	38%	#
Percentage of Tested Scoring 85–100	8%	33%	31%	#	0%	#
Mathematics A						
Number Tested	0	40	46	0	4	5
Number Scoring 55–100	0	29	37	0	#	1
Number Scoring 65–100	0	24	33	0	#	1
Number Scoring 85–100	0	5	4	0	#	0
Percentage of Tested Scoring 55–100	0%	72%	80%	0%	#	20%
Percentage of Tested Scoring 65–100	0%	60%	72%	0%	#	20%
Percentage of Tested Scoring 85–100	0%	12%	9%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	16	0	0	1
Number Scoring 55–100	0	0	14	0	0	#
Number Scoring 65–100	0	0	11	0	0	#
Number Scoring 85–100	0	0	2	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	88%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	69%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	#
Global History and Geography						
Number Tested	47	32	50	6	7	6
Number Scoring 55–100	43	27	44	5	4	2
Number Scoring 65–100	36	23	42	4	3	1
Number Scoring 85–100	6	4	14	0	0	0
Percentage of Tested Scoring 55–100	91%	84%	88%	83%	57%	33%
Percentage of Tested Scoring 65–100	77%	72%	84%	67%	43%	17%
Percentage of Tested Scoring 85–100	13%	12%	28%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	35	35	37	0	7	4
Number Scoring 55–100	32	32	35	0	5	#
Number Scoring 65–100	26	28	32	0	4	#
Number Scoring 85–100	6	8	9	0	0	#
Percentage of Tested Scoring 55–100	91%	91%	95%	0%	71%	#
Percentage of Tested Scoring 65–100	74%	80%	86%	0%	57%	#
Percentage of Tested Scoring 85–100	17%	23%	24%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	37	33	37	4	4	3
Number Scoring 55–100	35	31	36	#	#	#
Number Scoring 65–100	33	30	36	#	#	#
Number Scoring 85–100	8	5	8	#	#	#
Percentage of Tested Scoring 55–100	95%	94%	97%	#	#	#
Percentage of Tested Scoring 65–100	89%	91%	97%	#	#	#
Percentage of Tested Scoring 85–100	22%	15%	22%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	26	30	44	0	1	6
Number Scoring 55–100	26	30	32	0	#	3
Number Scoring 65–100	21	28	22	0	#	2
Number Scoring 85–100	8	5	1	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	73%	0%	#	50%
Percentage of Tested Scoring 65–100	81%	93%	50%	0%	#	33%
Percentage of Tested Scoring 85–100	31%	17%	2%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		16	10		0	1
Number Scoring 55–100		16	10		0	#
Number Scoring 65–100		11	7		0	#
Number Scoring 85–100		1	0		0	#
Percentage of Tested Scoring 55–100		100%	100%		0%	#
Percentage of Tested Scoring 65–100		69%	70%		0%	#
Percentage of Tested Scoring 85–100		6%	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	22	18	27	0	1	0
Number Scoring 55–100	22	17	26	0	#	0
Number Scoring 65–100	18	15	22	0	#	0
Number Scoring 85–100	5	1	4	0	#	0
Percentage of Tested Scoring 55–100	100%	94%	96%	0%	#	0%
Percentage of Tested Scoring 65–100	82%	83%	81%	0%	#	0%
Percentage of Tested Scoring 85–100	23%	6%	15%	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	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 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	31	3	1	0	1	0
Number Scoring 55–100	24	#	#	0	#	0
Number Scoring 65–100	19	#	#	0	#	0
Number Scoring 85–100	6	#	#	0	#	0
Percentage of Tested Scoring 55–100	77%	#	#	0%	#	0%
Percentage of Tested Scoring 65–100	61%	#	#	0%	#	0%
Percentage of Tested Scoring 85–100	19%	#	#	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	20	16	0	0	0	0
Number Scoring 55–100	15	14	0	0	0	0
Number Scoring 65–100	14	9	0	0	0	0
Number Scoring 85–100	3	4	0	0	0	0
Percentage of Tested Scoring 55–100	75%	88%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	70%	56%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	15%	25%	0%	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%	5	100%	1	#
Students with Disabilities	2	#	4	#	4	#

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	58	2%	16%	71%	12%
	Students with Disabilities	7	29%	29%	43%	0%
	All Students	65	5%	17%	68%	11%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	37	3%	43%	46%	8%
	Students with Disabilities	13	15%	69%	15%	0%
	All Students	50	6%	50%	38%	6%

(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	10	10	10	39	39	39
Number Scoring 55–64	4	2	0	1	1	3	5	3	3
Number Scoring 65–84	15	17	20	5	3	3	20	20	23
Number Scoring 85–100	10	8	9	0	0	0	10	8	9
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)