

New York State District Report Card Comprehensive Information Report

BEDS Code: 14-16-01-06-0000
 Name: Hamburg Central School District
 Superintendent: Peter Roswell

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	156	163	164
Kindergarten	260	275	278
First	288	254	287
Second	281	282	265
Third	269	284	293
Fourth	295	276	279
Fifth	267	303	286
Sixth	291	267	312
Ungraded Elementary	153	136	109
Seventh	281	298	283
Eighth	282	273	297
Ninth	297	267	276
Tenth	274	294	272
Eleventh	317	284	294
Twelfth	346	319	289
Ungraded Secondary	147	158	169
Total K-12 Enrollment	4048	3970	3989

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	40	1.0%	42	1.1%	40	1.0%
Black (Not Hispanic)	29	0.7%	24	0.6%	30	0.8%
Hispanic	30	0.7%	30	0.8%	27	0.7%
White (Not Hispanic)	3949	97.6%	3874	97.6%	3892	97.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	18	18
Common Branch	20	20	20
English Grade 8	21	20	22
Mathematics Grade 8	21	19	21
Science Grade 8	19	19	22
Social Studies Grade 8	21	19	22
English Grade 10	22	18	18
Mathematics Grade 10	19	19	20
Science Grade 10	24	23	22
Social Studies Grade 10	22	21	20

(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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	18	0.4%	19	0.5%	15	0.4%
Eligible for Free Lunch	285	7.0%	257	6.5%	271	6.8%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.5%		95.4%		95.4%
Student Suspensions	9	0.2%	18	0.4%	8	0.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.8%	4.9%	5.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	350
Total Other Professional Staff	50
Total Paraprofessionals	97
Teaching Out of Certification*	0

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	306	248	81%	262	233	89%	246	198	80%
Students with Disabilities	13	4	31%	17	3	18%	25	5	20%
All Students	319	252	79%	279	236	85%	271	203	75%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	143	83	3	6	31	5
Percent	53%	31%	1%	2%	11%	2%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
25	5	4	29

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	26		35		18	1.6%
	Entered GED Program*	2		2		0	0.0%
	Total Noncompleters	28		37		18	1.6%
Students with Disabilities	Dropped Out	9		7		9	5.0%
	Entered GED Program*	0		1		1	0.6%
	Total Noncompleters	9		8		10	5.6%
All Students	Dropped Out	35	2.7%	42	3.4%	27	2.1%
	Entered GED Program*	2	0.2%	3	0.2%	1	0.1%
	Total Noncompleters	37	2.8%	45	3.6%	28	2.2%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	123	149	0
	Number of Students with Disabilities	2	1	0
	Number of All Students	125	150	0
	Percent of Enrollment	9%	12%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	152		
Completed and Passed Regents Exams	152	100%	77%
Completed and had Course Average of 75% or More	152	100%	81%
Completed and Attained a HS Diploma or Equivalent	152	100%	96%
Completed and Whose Status is Known	152		
Completed and Were Successfully Placed	152	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	7	29%	30%
Underrepresented Gender Members Who Completed			19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	20	90%	0	0%	75	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	68	81%	49	78%	77	95%
Spanish	33	67%	33	91%	191	81%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	5	60%	1	#
Spanish	0	0%	3	#	22	59%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	86%	3	#	2	#
Science	11	82%	2	#	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	2	#	1	#
Global Studies	12	50%	0	0%	1	#
U.S. Hist & Gov't	14	79%	3	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	7	100%	8	63%
Science	4	#	38	84%	8	63%
Reading	3	#	5	100%	3	#
Writing	2	#	7	71%	5	100%
Global Studies	2	#	15	53%	18	39%
U.S. Hist & Gov't	3	#	5	60%	8	13%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	313	287	331	2	23	32
Number Scoring 55-100	303	278	319	#	19	30
Number Scoring 65-100	288	266	302	#	14	21
Number Scoring 85-100	148	121	166	#	1	2
Percentage of Tested Scoring 55-100	97%	97%	96%	#	83%	94%
Percentage of Tested Scoring 65-100	92%	93%	91%	#	61%	66%
Percentage of Tested Scoring 85-100	47%	42%	50%	#	4%	6%
Mathematics A						
Number Tested	351	404	429	6	52	61
Number Scoring 55-100	276	323	419	1	30	55
Number Scoring 65-100	230	250	398	1	13	41
Number Scoring 85-100	91	61	98	0	0	1
Percentage of Tested Scoring 55-100	79%	80%	98%	17%	58%	90%
Percentage of Tested Scoring 65-100	66%	62%	93%	17%	25%	67%
Percentage of Tested Scoring 85-100	26%	15%	23%	0%	0%	2%
Mathematics B						
Number Tested	0	1	3	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%
Global History and Geography						
Number Tested	296	354	332	4	38	52
Number Scoring 55-100	279	341	291	#	33	33
Number Scoring 65-100	247	312	264	#	26	23
Number Scoring 85-100	67	102	82	#	2	1
Percentage of Tested Scoring 55-100	94%	96%	88%	#	87%	63%
Percentage of Tested Scoring 65-100	83%	88%	80%	#	68%	44%
Percentage of Tested Scoring 85-100	23%	29%	25%	#	5%	2%
U.S. History and Government						
Number Tested	336	304	334	4	30	26
Number Scoring 55-100	321	294	319	#	24	21
Number Scoring 65-100	293	276	288	#	19	15
Number Scoring 85-100	94	135	156	#	3	4
Percentage of Tested Scoring 55-100	96%	97%	96%	#	80%	81%
Percentage of Tested Scoring 65-100	87%	91%	86%	#	63%	58%
Percentage of Tested Scoring 85-100	28%	44%	47%	#	10%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	299	334	325	3	36	46
Number Scoring 55-100	293	330	321	#	34	44
Number Scoring 65-100	289	320	311	#	31	37
Number Scoring 85-100	106	102	92	#	0	2
Percentage of Tested Scoring 55-100	98%	99%	99%	#	94%	96%
Percentage of Tested Scoring 65-100	97%	96%	96%	#	86%	80%
Percentage of Tested Scoring 85-100	35%	31%	28%	#	0%	4%
Physical Setting/Earth Science						
Number Tested	332	313	330	2	48	50
Number Scoring 55-100	324	286	300	#	34	35
Number Scoring 65-100	295	259	267	#	24	26
Number Scoring 85-100	108	83	82	#	2	1
Percentage of Tested Scoring 55-100	98%	91%	91%	#	71%	70%
Percentage of Tested Scoring 65-100	89%	83%	81%	#	50%	52%
Percentage of Tested Scoring 85-100	33%	27%	25%	#	4%	2%
Physical Setting/Chemistry						
Number Tested	156	156	163	1	0	4
Number Scoring 55-100	153	153	158	#	0	#
Number Scoring 65-100	130	143	144	#	0	#
Number Scoring 85-100	19	34	34	#	0	#
Percentage of Tested Scoring 55-100	98%	98%	97%	#	0%	#
Percentage of Tested Scoring 65-100	83%	92%	88%	#	0%	#
Percentage of Tested Scoring 85-100	12%	22%	21%	#	0%	#
Physical Setting/Physics						
Number Tested			68			0
Number Scoring 55-100			68			0
Number Scoring 65-100			68			0
Number Scoring 85-100			40			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			59%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	82	64	48	0	2	1
Number Scoring 55-100	76	63	48	0	#	#
Number Scoring 65-100	68	60	48	0	#	#
Number Scoring 85-100	21	22	28	0	#	#
Percentage of Tested Scoring 55-100	93%	98%	100%	0%	#	#
Percentage of Tested Scoring 65-100	83%	94%	100%	0%	#	#
Percentage of Tested Scoring 85-100	26%	34%	58%	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	132	169	136	0	0	2
Number Scoring 55-100	121	168	133	0	0	#
Number Scoring 65-100	118	165	133	0	0	#
Number Scoring 85-100	69	92	77	0	0	#
Percentage of Tested Scoring 55-100	92%	99%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	89%	98%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	52%	54%	57%	0%	0%	#
Comprehensive Latin						
Number Tested	28	21	24	0	2	0
Number Scoring 55-100	23	21	23	0	#	0
Number Scoring 65-100	16	19	22	0	#	0
Number Scoring 85-100	4	7	4	0	#	0
Percentage of Tested Scoring 55-100	82%	100%	96%	0%	#	0%
Percentage of Tested Scoring 65-100	57%	90%	92%	0%	#	0%
Percentage of Tested Scoring 85-100	14%	33%	17%	0%	#	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	231	191	7	0	3	0
Number Scoring 55-100	206	170	5	0	#	0
Number Scoring 65-100	190	153	5	0	#	0
Number Scoring 85-100	91	65	2	0	#	0
Percentage of Tested Scoring 55-100	89%	89%	71%	0%	#	0%
Percentage of Tested Scoring 65-100	82%	80%	71%	0%	#	0%
Percentage of Tested Scoring 85-100	39%	34%	29%	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	87	95%	158	94%	146	100%
Students with Disabilities	6	67%	27	70%	35	80%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	266	0%	1%	47%	52%
	Students with Disabilities	36	19%	19%	50%	11%
	All Students	302	2%	3%	47%	47%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	277	0%	26%	65%	8%
	Students with Disabilities	53	8%	74%	19%	0%
	All Students	330	2%	34%	58%	7%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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	2	0	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	0	0	0	0	0	0

2000 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	266	266	266	30	30	30	296	296	296
Number Scoring 55–64	7	9	1	9	4	2	16	13	3
Number Scoring 65–84	183	120	149	11	13	22	194	133	171
Number Scoring 85–100	71	130	110	1	2	1	72	132	111
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)