

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 46-07-01-04-0002  
 Name: Hannibal High School  
 Principal: Daniel E. Salisbury

Grade Range : 9-12

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	0	0	0
Ungraded Elementary	0	0	0
Seventh	156	155	0
Eighth	142	140	0
Ninth	144	152	147
Tenth	142	125	138
Eleventh	99	121	104
Twelfth	122	110	126
Ungraded Secondary	0	0	0
Total K-12 Enrollment	805	803	515

### 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	4	0.5%	5	0.6%	5	1.0%
Black (Not Hispanic)	2	0.2%	6	0.7%	2	0.4%
Hispanic	5	0.6%	4	0.5%	0	0.0%
White (Not Hispanic)	794	98.6%	788	98.1%	508	98.6%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	23	0
Mathematics Grade 8	26	18	0
Science Grade 8	23	19	0
Social Studies Grade 8	23	19	0
English Grade 10	20	18	17
Mathematics Grade 10	21	26	17
Science Grade 10	24	21	0
Social Studies Grade 10	23	19	23

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	167	20.8%	169	21.1%	98	19.0%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		93.4%		93.0%		92.1%
<b>Student Suspensions</b>	54	6.8%	108	13.4%	53	6.6%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	12.1%	13.2%	11.1%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	99%	98%	98%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	32
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*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	86	43	50%	82	46	56%	92	62	67%
Students with Disabilities	8	0	0%	12	3	25%	7	0	0%
All Students	94	43	46%	94	49	52%	99	62	63%

\*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	32	43	5	3	12	4
Percent	32%	43%	5%	3%	12%	4%

## 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)
7	0	11	18

\*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	28		15		31	7.1%
	Entered GED Program*	12		12		15	3.4%
	Total Noncompleters	40		27		46	10.6%
Students with Disabilities	Dropped Out	7		1		4	4.3%
	Entered GED Program*	0		3		1	1.1%
	Total Noncompleters	7		4		5	5.4%
All Students	Dropped Out	35	6.9%	16	3.2%	35	6.6%
	Entered GED Program*	12	2.4%	15	3.0%	16	3.0%
	Total Noncompleters	47	9.3%	31	6.1%	51	9.7%

\*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	298	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	298	0	0
	Percent of Enrollment	100%	0%	0%
9-12	Number of General-Education Students	480	133	173
	Number of Students with Disabilities	0	19	77
	Number of All Students	480	152	250
	Percent of Enrollment	95%	30%	49%

## Career and Technical Education (CTE) Programs

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

Enrollment data are for the 2003-2004 school year; completion 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	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%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	3	#	1	#
Writing	0	0%	2	#	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	8	100%	1	#
Science	0	0%	0	0%	0	0%
Reading	2	#	7	100%	3	#
Writing	1	#	5	100%	5	100%
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	1	#	3	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	118	124	105	16	9	9
Number Scoring 55–100	106	112	100	13	5	6
Number Scoring 65–100	85	97	85	5	2	2
Number Scoring 85–100	23	42	26	0	0	0
Percentage of Tested Scoring 55–100	90%	90%	95%	81%	56%	67%
Percentage of Tested Scoring 65–100	72%	78%	81%	31%	22%	22%
Percentage of Tested Scoring 85–100	19%	34%	25%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	134	111	94	5	12	6
Number Scoring 55–100	104	99	94	3	8	6
Number Scoring 65–100	88	86	92	2	7	5
Number Scoring 85–100	23	15	46	0	0	0
Percentage of Tested Scoring 55–100	78%	89%	100%	60%	67%	100%
Percentage of Tested Scoring 65–100	66%	77%	98%	40%	58%	83%
Percentage of Tested Scoring 85–100	17%	14%	49%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	40	54	0	0	0
Number Scoring 55–100	0	37	49	0	0	0
Number Scoring 65–100	0	27	44	0	0	0
Number Scoring 85–100	0	3	8	0	0	0
Percentage of Tested Scoring 55–100	0%	93%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	68%	81%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	7%	15%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	127	107	126	11	9	12
Number Scoring 55–100	125	99	119	11	8	11
Number Scoring 65–100	115	85	109	10	6	9
Number Scoring 85–100	24	28	35	1	0	2
Percentage of Tested Scoring 55–100	98%	93%	94%	100%	89%	92%
Percentage of Tested Scoring 65–100	91%	79%	87%	91%	67%	75%
Percentage of Tested Scoring 85–100	19%	26%	28%	9%	0%	17%
<b>U.S. History and Government</b>						
Number Tested	121	127	102	12	11	11
Number Scoring 55–100	111	123	96	12	8	10
Number Scoring 65–100	98	116	88	11	7	7
Number Scoring 85–100	32	35	38	2	0	0
Percentage of Tested Scoring 55–100	92%	97%	94%	100%	73%	91%
Percentage of Tested Scoring 65–100	81%	91%	86%	92%	64%	64%
Percentage of Tested Scoring 85–100	26%	28%	37%	17%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	96	135	80	2	12	10
Number Scoring 55–100	95	135	76	#	12	9
Number Scoring 65–100	91	134	71	#	11	8
Number Scoring 85–100	34	36	20	#	0	0
Percentage of Tested Scoring 55–100	99%	100%	95%	#	100%	90%
Percentage of Tested Scoring 65–100	95%	99%	89%	#	92%	80%
Percentage of Tested Scoring 85–100	35%	27%	25%	#	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	83	45	117	2	2	10
Number Scoring 55–100	70	45	115	#	#	10
Number Scoring 65–100	69	43	113	#	#	10
Number Scoring 85–100	38	19	38	#	#	0
Percentage of Tested Scoring 55–100	84%	100%	98%	#	#	100%
Percentage of Tested Scoring 65–100	83%	96%	97%	#	#	100%
Percentage of Tested Scoring 85–100	46%	42%	32%	#	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	1	69	58	0	1	2
Number Scoring 55–100	#	63	55	0	#	#
Number Scoring 65–100	#	46	44	0	#	#
Number Scoring 85–100	#	5	14	0	#	#
Percentage of Tested Scoring 55–100	#	91%	95%	0%	#	#
Percentage of Tested Scoring 65–100	#	67%	76%	0%	#	#
Percentage of Tested Scoring 85–100	#	7%	24%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			22			0
Number Scoring 55–100			22			0
Number Scoring 65–100			21			0
Number Scoring 85–100			6			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			95%			0%
Percentage of Tested Scoring 85–100			27%			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
<b>Comprehensive French</b>						
Number Tested	11	21	11	1	0	0
Number Scoring 55–100	11	21	11	#	0	0
Number Scoring 65–100	11	20	11	#	0	0
Number Scoring 85–100	4	16	8	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	95%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	36%	76%	73%	#	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	30	28	32	0	0	0
Number Scoring 55–100	30	28	32	0	0	0
Number Scoring 65–100	28	28	32	0	0	0
Number Scoring 85–100	19	17	22	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	63%	61%	69%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	50	0	0	3	0	0
Number Scoring 55–100	48	0	0	#	0	0
Number Scoring 65–100	47	0	0	#	0	0
Number Scoring 85–100	29	0	0	#	0	0
Percentage of Tested Scoring 55–100	96%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	58%	0%	0%	#	0%	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	40	100%	31	97%	29	100%
Students with Disabilities	7	100%	9	100%	4	#

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
<b>Nov 2003</b>	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
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
<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

## 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	107	107	107	21	21	21	128	128	128
Number Scoring 55–64	0	3	3	3	1	2	3	4	5
Number Scoring 65–84	78	59	54	5	5	7	83	64	61
Number Scoring 85–100	23	36	46	1	0	0	24	36	46
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)