

# 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	2001-02	2002-03	2003-04
Pre-K	24	26	21
Kindergarten	29	30	35
First	23	30	28
Second	36	25	23
Third	28	26	24
Fourth	37	27	30
Fifth	29	37	25
Sixth	34	31	32
Ungraded Elementary	0	0	0
Seventh	41	31	37
Eighth	31	37	34
Ninth	25	29	41
Tenth	37	23	26
Eleventh	29	36	25
Twelfth	39	26	33
Ungraded Secondary	0	0	0
Total K-12 Enrollment	418	388	393

## 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	1.0%	4	1.0%	4	1.0%
Black (Not Hispanic)	5	1.2%	5	1.3%	4	1.0%
Hispanic	0	0.0%	1	0.3%	0	0.0%
White (Not Hispanic)	409	97.8%	378	97.4%	385	98.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	15	16	16
Common Branch	13	15	13
English Grade 8	14	19	17
Mathematics Grade 8	14	16	14
Science Grade 8	15	17	14
Social Studies Grade 8	16	19	17
English Grade 10	17	13	14
Mathematics Grade 10	0	0	0
Science Grade 10	19	13	26
Social Studies Grade 10	37	12	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
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	112	26.8%	144	37.1%	132	33.6%

### 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%		95.3%		96.0%
Student Suspensions	20	4.5%	33	7.9%	31	8.0%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	10.3%	6.2%	17.3%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	97%	88%	97%

### Staff Counts

Staff	2003-04
Total Teachers	41
Total Other Professional Staff	6
Total Paraprofessionals	NA
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	37	17	46%	24	16	67%	29	18	62%
Students with Disabilities	1	0	0%	3	0	0%	4	1	25%
All Students	38	17	45%	27	16	59%	33	19	58%

\*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	8	17	1	1	6	0
Percent	24%	52%	3%	3%	18%	0%

## 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)
4	1	0	4

\*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	7		1		0	0.0%
	Entered GED Program*	0		0		3	2.9%
	Total Noncompleters	7		1		3	2.9%
Students with Disabilities	Dropped Out	1		0		0	0.0%
	Entered GED Program*	0		0		3	15.8%
	Total Noncompleters	1		0		3	15.8%
All Students	Dropped Out	8	6.2%	1	0.9%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	6	4.8%
	Total Noncompleters	8	6.2%	1	0.9%	6	4.8%

\*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	60	0	29
	Number of Students with Disabilities	0	5	8
	Number of All Students	60	5	37
	Percent of Enrollment	57%	5%	36%
9-12	Number of General-Education Students	104	69	112
	Number of Students with Disabilities	0	18	23
	Number of All Students	104	87	135
	Percent of Enrollment	80%	76%	108%

## 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; 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	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	30	60%	4	#	4	#

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

## Students with Disabilities

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

(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	28	33	22	3	3	2
Number Scoring 55-100	27	32	21	#	#	#
Number Scoring 65-100	24	30	21	#	#	#
Number Scoring 85-100	9	11	11	#	#	#
Percentage of Tested Scoring 55-100	96%	97%	95%	#	#	#
Percentage of Tested Scoring 65-100	86%	91%	95%	#	#	#
Percentage of Tested Scoring 85-100	32%	33%	50%	#	#	#
<b>Mathematics A</b>						
Number Tested	11	32	0	1	4	0
Number Scoring 55-100	8	31	0	#	#	0
Number Scoring 65-100	6	28	0	#	#	0
Number Scoring 85-100	0	5	0	#	#	0
Percentage of Tested Scoring 55-100	73%	97%	0%	#	#	0%
Percentage of Tested Scoring 65-100	55%	88%	0%	#	#	0%
Percentage of Tested Scoring 85-100	0%	16%	0%	#	#	0%
<b>Mathematics B</b>						
Number Tested	0	0	25	0	0	2
Number Scoring 55-100	0	0	21	0	0	#
Number Scoring 65-100	0	0	16	0	0	#
Number Scoring 85-100	0	0	4	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	84%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	64%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	16%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	35	23	26	3	3	5
Number Scoring 55-100	32	20	20	#	#	3
Number Scoring 65-100	27	19	17	#	#	2
Number Scoring 85-100	5	7	3	#	#	1
Percentage of Tested Scoring 55-100	91%	87%	77%	#	#	60%
Percentage of Tested Scoring 65-100	77%	83%	65%	#	#	40%
Percentage of Tested Scoring 85-100	14%	30%	12%	#	#	20%
<b>U.S. History and Government</b>						
Number Tested	26	42	17	1	3	2
Number Scoring 55-100	23	37	17	#	#	#
Number Scoring 65-100	16	29	14	#	#	#
Number Scoring 85-100	7	7	7	#	#	#
Percentage of Tested Scoring 55-100	88%	88%	100%	#	#	#
Percentage of Tested Scoring 65-100	62%	69%	82%	#	#	#
Percentage of Tested Scoring 85-100	27%	17%	41%	#	#	#

(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	36	24	24	4	2	5
Number Scoring 55-100	35	23	23	#	#	4
Number Scoring 65-100	34	22	22	#	#	4
Number Scoring 85-100	15	4	7	#	#	1
Percentage of Tested Scoring 55-100	97%	96%	96%	#	#	80%
Percentage of Tested Scoring 65-100	94%	92%	92%	#	#	80%
Percentage of Tested Scoring 85-100	42%	17%	29%	#	#	20%
<b>Physical Setting/Earth Science</b>						
Number Tested	17	15	21	1	1	2
Number Scoring 55-100	17	14	21	#	#	#
Number Scoring 65-100	15	14	20	#	#	#
Number Scoring 85-100	7	11	7	#	#	#
Percentage of Tested Scoring 55-100	100%	93%	100%	#	#	#
Percentage of Tested Scoring 65-100	88%	93%	95%	#	#	#
Percentage of Tested Scoring 85-100	41%	73%	33%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	22	26	17	0	1	1
Number Scoring 55-100	21	19	14	0	#	#
Number Scoring 65-100	15	12	12	0	#	#
Number Scoring 85-100	2	1	1	0	#	#
Percentage of Tested Scoring 55-100	95%	73%	82%	0%	#	#
Percentage of Tested Scoring 65-100	68%	46%	71%	0%	#	#
Percentage of Tested Scoring 85-100	9%	4%	6%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			5			0
Number Scoring 55-100			4			0
Number Scoring 65-100			4			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			80%			0%
Percentage of Tested Scoring 65-100			80%			0%
Percentage of Tested Scoring 85-100			0%			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	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 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	21	22	13	0	1	1
Number Scoring 55-100	20	22	12	0	#	#
Number Scoring 65-100	20	22	11	0	#	#
Number Scoring 85-100	11	10	2	0	#	#
Percentage of Tested Scoring 55-100	95%	100%	92%	0%	#	#
Percentage of Tested Scoring 65-100	95%	100%	85%	0%	#	#
Percentage of Tested Scoring 85-100	52%	45%	15%	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	22	22	0	0	1	0
Number Scoring 55-100	21	14	0	0	#	0
Number Scoring 65-100	18	10	0	0	#	0
Number Scoring 85-100	6	2	0	0	#	0
Percentage of Tested Scoring 55-100	95%	64%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	82%	45%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	27%	9%	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	31	94%	21	100%	20	95%
Students with Disabilities	3	#	2	#	5	100%

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	25	0%	4%	56%	40%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	25	0%	4%	56%	40%

## 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	29	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	33	6%	61%	33%	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	32	32	32	4	4	4	36	36	36
Number Scoring 55–64	#	#	#	#	#	#	4	6	1
Number Scoring 65–84	#	#	#	#	#	#	23	19	16
Number Scoring 85–100	#	#	#	#	#	#	4	6	16
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)