

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0105
 Name: Hutchinson Central Technical High School
 Principal: David Greco

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	0	0	0
Eighth	0	0	0
Ninth	302	329	293
Tenth	309	293	316
Eleventh	282	312	285
Twelfth	299	266	295
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1192	1200	1189

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	61	5.1%	53	4.4%	51	4.3%
Black (Not Hispanic)	384	32.2%	430	35.8%	447	37.6%
Hispanic	91	7.6%	89	7.4%	93	7.8%
White (Not Hispanic)	656	55.0%	628	52.3%	598	50.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	28	26	23
Mathematics Grade 10	24	30	29
Science Grade 10	17	31	30
Social Studies Grade 10	31	34	30

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

Similar School Group and Description

Similar School Group	Description
40	All schools in this group are secondary level schools in large cities other than New York City. 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	2	0.2%	9	0.8%
Eligible for Free Lunch	336	28.2%	359	29.9%	374	31.5%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.3%		93.6%		93.8%
Student Suspensions	46	3.9%	31	2.6%	62	5.2%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	18.0%	18.8%	16.7%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	99%	98%	100%

Staff Counts

Staff	2004-05
Total Teachers	71
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	12

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	286	246	275
	Regents Diplomas	228	191	257
	% Regents Diplomas	80%	78%	93%
	Regents Diplomas with Advanced Designation**			81
	% Regents Diplomas with Advanced Designation			29%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	4	3	4
	Regents Diplomas	3	3	4
	% Regents Diplomas	75%	100%	100%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			50%
	IEP Diplomas or Local Certificates	4	7	3
All Students	Total Graduates*	290	249	279
	Regents Diplomas	231	194	261
	% Regents Diplomas	80%	78%	94%
	Regents Diplomas with Advanced Designation**			83
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates	4	7	3

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	182	70	0	12	11	0	0	0
	Percent	66%	25%	0%	4%	4%	0%	0%	0%
Students with Disabilities	Number	2	2	0	0	0	0	0	0
	Percent	50%	50%	0%	0%	0%	0%	0%	0%
All Students	Number	184	72	0	12	11	0	0	0
	Percent	66%	26%	0%	4%	4%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	7		12	1.0%	6	0.5%
	Entered GED Program*	5		1	0.1%	1	0.1%
	Total Noncompleters	12		13	1.1%	7	0.6%
Students with Disabilities	Dropped Out	0		1	2.9%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		1	2.9%	0	0.0%
All Students	Dropped Out	7	0.6%	13	1.1%	6	0.5%
	Entered GED Program*	5	0.4%	1	0.1%	1	0.1%
	Total Noncompleters	12	1.0%	14	1.2%	7	0.6%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	22	91%
German	0	0%	0	0%	0	0%
Italian	0	0%	25	100%	28	100%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	186	81%	198	97%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	3	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	225	294	283	1	4	3
Number Scoring 55-100	220	293	282	#	#	#
Number Scoring 65-100	215	289	278	#	#	#
Number Scoring 85-100	94	134	110	#	#	#
Percentage of Tested Scoring 55-100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	96%	98%	98%	#	#	#
Percentage of Tested Scoring 85-100	42%	46%	39%	#	#	#
Mathematics A						
Number Tested	359	334	288	4	4	3
Number Scoring 55-100	331	333	288	#	#	#
Number Scoring 65-100	274	321	282	#	#	#
Number Scoring 85-100	8	50	46	#	#	#
Percentage of Tested Scoring 55-100	92%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	76%	96%	98%	#	#	#
Percentage of Tested Scoring 85-100	2%	15%	16%	#	#	#
Mathematics B						
Number Tested	0	274	261	0	3	3
Number Scoring 55-100	0	151	128	0	#	#
Number Scoring 65-100	0	104	71	0	#	#
Number Scoring 85-100	0	11	3	0	#	#
Percentage of Tested Scoring 55-100	0%	55%	49%	0%	#	#
Percentage of Tested Scoring 65-100	0%	38%	27%	0%	#	#
Percentage of Tested Scoring 85-100	0%	4%	1%	0%	#	#
Global History and Geography						
Number Tested	339	325	305	5	3	4
Number Scoring 55-100	323	322	296	5	#	#
Number Scoring 65-100	298	305	288	4	#	#
Number Scoring 85-100	72	113	94	2	#	#
Percentage of Tested Scoring 55-100	95%	99%	97%	100%	#	#
Percentage of Tested Scoring 65-100	88%	94%	94%	80%	#	#
Percentage of Tested Scoring 85-100	21%	35%	31%	40%	#	#
U.S. History and Government						
Number Tested	274	276	303	1	4	3
Number Scoring 55-100	270	274	298	#	#	#
Number Scoring 65-100	268	264	293	#	#	#
Number Scoring 85-100	148	120	183	#	#	#
Percentage of Tested Scoring 55-100	99%	99%	98%	#	#	#
Percentage of Tested Scoring 65-100	98%	96%	97%	#	#	#
Percentage of Tested Scoring 85-100	54%	43%	60%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	301	290	274	3	3	1
Number Scoring 55-100	284	288	272	#	#	#
Number Scoring 65-100	280	280	264	#	#	#
Number Scoring 85-100	64	47	62	#	#	#
Percentage of Tested Scoring 55-100	94%	99%	99%	#	#	#
Percentage of Tested Scoring 65-100	93%	97%	96%	#	#	#
Percentage of Tested Scoring 85-100	21%	16%	23%	#	#	#
Physical Setting/Earth Science						
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%
Physical Setting/Chemistry						
Number Tested	252	263	293	4	1	5
Number Scoring 55-100	245	249	270	#	#	5
Number Scoring 65-100	200	169	172	#	#	5
Number Scoring 85-100	29	23	8	#	#	0
Percentage of Tested Scoring 55-100	97%	95%	92%	#	#	100%
Percentage of Tested Scoring 65-100	79%	64%	59%	#	#	100%
Percentage of Tested Scoring 85-100	12%	9%	3%	#	#	0%
Physical Setting/Physics						
Number Tested		289	338		4	5
Number Scoring 55-100		226	237		#	4
Number Scoring 65-100		147	185		#	2
Number Scoring 85-100		17	39		#	1
Percentage of Tested Scoring 55-100		78%	70%		#	80%
Percentage of Tested Scoring 65-100		51%	55%		#	40%
Percentage of Tested Scoring 85-100		6%	12%		#	20%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	63	64	64	0	0	0
Number Scoring 55-100	63	64	64	0	0	0
Number Scoring 65-100	61	64	63	0	0	0
Number Scoring 85-100	18	27	26	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	29%	42%	41%	0%	0%	0%
Comprehensive Italian						
Number Tested	30	21	39	0	0	1
Number Scoring 55-100	28	21	37	0	0	#
Number Scoring 65-100	28	21	37	0	0	#
Number Scoring 85-100	17	13	14	0	0	#
Percentage of Tested Scoring 55-100	93%	100%	95%	0%	0%	#
Percentage of Tested Scoring 65-100	93%	100%	95%	0%	0%	#
Percentage of Tested Scoring 85-100	57%	62%	36%	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	134	176	177	0	0	0
Number Scoring 55-100	129	175	172	0	0	0
Number Scoring 65-100	127	170	167	0	0	0
Number Scoring 85-100	68	70	85	0	0	0
Percentage of Tested Scoring 55-100	96%	99%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	97%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	51%	40%	48%	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)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	279	279	279	7	7	7	286	286	286
Number Scoring 55–64	2	4	2	0	0	0	2	4	2
Number Scoring 65–84	202	146	208	2	1	4	204	147	212
Number Scoring 85–100	74	123	66	2	3	0	76	126	66
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		6	6		1	4
Beginning		0	1		#	#
Intermediate		0	1		#	#
Advanced		2	2		#	#
Proficient		4	2		#	#
Reading and Writing (Grade 9-12)						
Number Tested		6	5		1	3
Beginning		1	0		#	#
Intermediate		0	3		#	#
Advanced		3	0		#	#
Proficient		2	2		#	#

*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)