

New York State School Report Card Comprehensive Information Report

BEDS Code: 51-12-01-04-0001
 Name: Hammond Central School
 Principal: Dennis E. Johnson

Grade Range : K-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	20	14	25
First	26	18	14
Second	22	25	23
Third	23	27	20
Fourth	25	18	24
Fifth	22	22	18
Sixth	22	23	21
Ungraded Elementary	11	9	11
Seventh	31	26	24
Eighth	29	29	26
Ninth	32	30	30
Tenth	26	29	24
Eleventh	21	27	31
Twelfth	19	20	28
Ungraded Secondary	13	12	12
Total K-12 Enrollment	342	329	331

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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	2	0.6%	3	0.9%	3	0.9%
Hispanic	0	0.0%	0	0.0%	1	0.3%
White (Not Hispanic)	340	99.4%	326	99.1%	327	98.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	14	25
Common Branch	20	18	18
English Grade 8	15	14	12
Mathematics Grade 8	15	22	12
Science Grade 8	15	14	13
Social Studies Grade 8	15	15	13
English Grade 10	15	16	11
Mathematics Grade 10	10	12	12
Science Grade 10	15	20	14
Social Studies Grade 10	14	16	13

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	86	25.2%	78	23.7%	131	39.6%

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		95.8%		95.0%		95.0%
Student Suspensions	0	0.0%	15	4.4%	24	7.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	9.1%	16.4%	0.0%
Public Assistance	41-50%	31-40%	31-40%
Student Stability	100%	100%	96%

Staff Counts

Staff	2004-05
Total Teachers	30
Total Other Professional Staff	4
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	17	16	23
	Regents Diplomas	12	9	23
	% Regents Diplomas	71%	56%	100%
	Regents Diplomas with Advanced Designation**			7
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	1	3	0
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	3	3
All Students	Total Graduates*	18	19	23
	Regents Diplomas	12	9	23
	% Regents Diplomas	67%	47%	100%
	Regents Diplomas with Advanced Designation**			7
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates	1	3	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	16	5	0	0	2	0	0	0
	Percent	70%	22%	0%	0%	9%	0%	0%	0%
Students with Disabilities	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	16	5	0	0	2	0	0	0
	Percent	70%	22%	0%	0%	9%	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	0		0	0.0%	3	2.9%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	3	2.9%
Students with Disabilities	Dropped Out	0		0	0.0%	1	6.7%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	1	6.7%
All Students	Dropped Out	0	0.0%	0	0.0%	4	3.4%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	0	0.0%	4	3.4%

*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	2002-03	2003-04	2004-05
K-1	94%	94%	91%
2-3	94%	94%	93%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	66	67	55
	Number of Students with Disabilities	0	12	16
	Number of All Students	66	79	71
	Percent of Enrollment	75%	95%	93%
9-12	Number of General-Education Students	98	85	106
	Number of Students with Disabilities	0	21	19
	Number of All Students	98	106	125
	Percent of Enrollment	92%	93%	100%

(Form - D)

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%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	18	89%	29	100%	27	96%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	1	#	1	#

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%	1	#	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%	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	1	#	1	#
Science	2	#	1	#	2	#
Reading	3	#	4	#	2	#
Writing	3	#	4	#	2	#
Global Studies	1	#	1	#	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	19	29	32	3	0	1
Number Scoring 55-100	17	29	32	#	0	#
Number Scoring 65-100	15	28	31	#	0	#
Number Scoring 85-100	9	18	20	#	0	#
Percentage of Tested Scoring 55-100	89%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	79%	97%	97%	#	0%	#
Percentage of Tested Scoring 85-100	47%	62%	62%	#	0%	#
Mathematics A						
Number Tested	30	38	26	1	1	4
Number Scoring 55-100	27	38	26	#	#	#
Number Scoring 65-100	22	34	22	#	#	#
Number Scoring 85-100	6	13	2	#	#	#
Percentage of Tested Scoring 55-100	90%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	73%	89%	85%	#	#	#
Percentage of Tested Scoring 85-100	20%	34%	8%	#	#	#
Mathematics B						
Number Tested	6	18	25	0	0	0
Number Scoring 55-100	4	13	15	0	0	0
Number Scoring 65-100	2	10	11	0	0	0
Number Scoring 85-100	0	2	5	0	0	0
Percentage of Tested Scoring 55-100	67%	72%	60%	0%	0%	0%
Percentage of Tested Scoring 65-100	33%	56%	44%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	11%	20%	0%	0%	0%
Global History and Geography						
Number Tested	27	35	26	1	2	3
Number Scoring 55-100	26	30	24	#	#	#
Number Scoring 65-100	24	29	20	#	#	#
Number Scoring 85-100	10	8	5	#	#	#
Percentage of Tested Scoring 55-100	96%	86%	92%	#	#	#
Percentage of Tested Scoring 65-100	89%	83%	77%	#	#	#
Percentage of Tested Scoring 85-100	37%	23%	19%	#	#	#
U.S. History and Government						
Number Tested	18	26	34	3	0	1
Number Scoring 55-100	18	25	33	#	0	#
Number Scoring 65-100	17	23	31	#	0	#
Number Scoring 85-100	7	11	14	#	0	#
Percentage of Tested Scoring 55-100	100%	96%	97%	#	0%	#
Percentage of Tested Scoring 65-100	94%	88%	91%	#	0%	#
Percentage of Tested Scoring 85-100	39%	42%	41%	#	0%	#

(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	29	42	14	2	5	2
Number Scoring 55-100	29	41	14	#	4	#
Number Scoring 65-100	28	39	12	#	3	#
Number Scoring 85-100	13	7	4	#	0	#
Percentage of Tested Scoring 55-100	100%	98%	100%	#	80%	#
Percentage of Tested Scoring 65-100	97%	93%	86%	#	60%	#
Percentage of Tested Scoring 85-100	45%	17%	29%	#	0%	#
Physical Setting/Earth Science						
Number Tested	33	17	39	2	3	5
Number Scoring 55-100	30	13	33	#	#	3
Number Scoring 65-100	24	12	27	#	#	2
Number Scoring 85-100	3	2	4	#	#	0
Percentage of Tested Scoring 55-100	91%	76%	85%	#	#	60%
Percentage of Tested Scoring 65-100	73%	71%	69%	#	#	40%
Percentage of Tested Scoring 85-100	9%	12%	10%	#	#	0%
Physical Setting/Chemistry						
Number Tested	11	28	32	0	0	1
Number Scoring 55-100	11	27	31	0	0	#
Number Scoring 65-100	6	18	22	0	0	#
Number Scoring 85-100	0	6	4	0	0	#
Percentage of Tested Scoring 55-100	100%	96%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	55%	64%	69%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	21%	12%	0%	0%	#
Physical Setting/Physics						
Number Tested		0	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%

* 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	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 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	6	30	19	0	0	0
Number Scoring 55-100	6	30	19	0	0	0
Number Scoring 65-100	6	30	19	0	0	0
Number Scoring 85-100	6	25	11	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	100%	83%	58%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	17	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	19	11%	5%	37%	47%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	24	0%	8%	75%	17%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	24	0%	8%	75%	17%

(Form – I)

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	26	26	26	5	5	5	31	31	31
Number Scoring 55–64	1	1	1	0	0	0	1	1	1
Number Scoring 65–84	15	13	15	1	0	1	16	13	16
Number Scoring 85–100	10	12	10	0	0	0	10	12	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)