

New York State School Report Card Comprehensive Information Report

BEDS Code: 51-13-01-04-0002
 Name: Hermon-Dekalb Central School
 Principal: Mark E. White

Grade Range : PK-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	26	21	26
Kindergarten	30	35	33
First	30	28	33
Second	25	23	33
Third	26	24	19
Fourth	27	30	24
Fifth	37	25	25
Sixth	31	32	24
Ungraded Elementary	0	0	0
Seventh	31	37	31
Eighth	37	34	33
Ninth	29	41	32
Tenth	23	26	36
Eleventh	36	25	25
Twelfth	26	33	21
Ungraded Secondary	0	0	0
Total K-12 Enrollment	388	393	369

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	4	1.0%	4	1.0%	3	0.8%
Black (Not Hispanic)	5	1.3%	4	1.0%	6	1.6%
Hispanic	1	0.3%	0	0.0%	0	0.0%
White (Not Hispanic)	378	97.4%	385	98.0%	360	97.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	16	17
Common Branch	15	13	15
English Grade 8	19	17	17
Mathematics Grade 8	16	14	15
Science Grade 8	17	14	30
Social Studies Grade 8	19	17	17
English Grade 10	13	14	17
Mathematics Grade 10	0	0	0
Science Grade 10	13	26	21
Social Studies Grade 10	12	14	19

(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	144	37.1%	132	33.6%	121	32.8%

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		95.3%		96.0%		96.3%
Student Suspensions	33	7.9%	31	8.0%	21	5.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	6.2%	17.3%	17.6%
Public Assistance	41-50%	41-50%	51-60%
Student Stability	88%	97%	95%

Staff Counts

Staff	2004-05
Total Teachers	37
Total Other Professional Staff	6
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	24	29	19
	Regents Diplomas	16	18	17
	% Regents Diplomas	67%	62%	89%
	Regents Diplomas with Advanced Designation**			15
	% Regents Diplomas with Advanced Designation			79%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	4	1
	Regents Diplomas	0	1	1
	% Regents Diplomas	0%	25%	100%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	3
All Students	Total Graduates*	27	33	20
	Regents Diplomas	16	19	18
	% Regents Diplomas	59%	58%	90%
	Regents Diplomas with Advanced Designation**			15
	% Regents Diplomas with Advanced Designation			75%
	IEP Diplomas or Local Certificates	0	0	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	12	4	0	2	1	0	0	0
	Percent	63%	21%	0%	11%	5%	0%	0%	0%
Students with Disabilities	Number	0	1	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	12	5	0	2	1	0	0	0
	Percent	60%	25%	0%	10%	5%	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	1		0	0.0%	0	0.0%
	Entered GED Program*	0		3	2.9%	0	0.0%
	Total Noncompleters	1		3	2.9%	0	0.0%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		3	15.8%	1	6.3%
	Total Noncompleters	0		3	15.8%	1	6.3%
All Students	Dropped Out	1	0.9%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	6	4.8%	1	0.9%
	Total Noncompleters	1	0.9%	6	4.8%	1	0.9%

*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	0%	0%	0%
2-3	0%	0%	0%

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	0	29	30
	Number of Students with Disabilities	5	8	4
	Number of All Students	5	37	34
	Percent of Enrollment	5%	36%	39%
9-12	Number of General-Education Students	69	112	98
	Number of Students with Disabilities	18	23	17
	Number of All Students	87	135	115
	Percent of Enrollment	76%	108%	101%

(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	4	#	4	#	14	100%

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%	0	0%	0	0%

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

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	0	0%
Science	0	0%	0	0%	2	#
Reading	2	#	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	1	#	0	0%	1	#

(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	33	22	24	3	2	5
Number Scoring 55-100	32	21	23	#	#	5
Number Scoring 65-100	30	21	20	#	#	3
Number Scoring 85-100	11	11	6	#	#	0
Percentage of Tested Scoring 55-100	97%	95%	96%	#	#	100%
Percentage of Tested Scoring 65-100	91%	95%	83%	#	#	60%
Percentage of Tested Scoring 85-100	33%	50%	25%	#	#	0%
Mathematics A						
Number Tested	32	0	37	4	0	4
Number Scoring 55-100	31	0	36	#	0	#
Number Scoring 65-100	28	0	34	#	0	#
Number Scoring 85-100	5	0	8	#	0	#
Percentage of Tested Scoring 55-100	97%	0%	97%	#	0%	#
Percentage of Tested Scoring 65-100	88%	0%	92%	#	0%	#
Percentage of Tested Scoring 85-100	16%	0%	22%	#	0%	#
Mathematics B						
Number Tested	0	25	14	0	2	1
Number Scoring 55-100	0	21	14	0	#	#
Number Scoring 65-100	0	16	13	0	#	#
Number Scoring 85-100	0	4	1	0	#	#
Percentage of Tested Scoring 55-100	0%	84%	100%	0%	#	#
Percentage of Tested Scoring 65-100	0%	64%	93%	0%	#	#
Percentage of Tested Scoring 85-100	0%	16%	7%	0%	#	#
Global History and Geography						
Number Tested	23	26	44	3	5	6
Number Scoring 55-100	20	20	32	#	3	5
Number Scoring 65-100	19	17	27	#	2	4
Number Scoring 85-100	7	3	5	#	1	1
Percentage of Tested Scoring 55-100	87%	77%	73%	#	60%	83%
Percentage of Tested Scoring 65-100	83%	65%	61%	#	40%	67%
Percentage of Tested Scoring 85-100	30%	12%	11%	#	20%	17%
U.S. History and Government						
Number Tested	42	17	29	3	2	6
Number Scoring 55-100	37	17	25	#	#	5
Number Scoring 65-100	29	14	18	#	#	3
Number Scoring 85-100	7	7	10	#	#	1
Percentage of Tested Scoring 55-100	88%	100%	86%	#	#	83%
Percentage of Tested Scoring 65-100	69%	82%	62%	#	#	50%
Percentage of Tested Scoring 85-100	17%	41%	34%	#	#	17%

(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	24	24	41	2	5	5
Number Scoring 55-100	23	23	39	#	4	5
Number Scoring 65-100	22	22	35	#	4	3
Number Scoring 85-100	4	7	15	#	1	1
Percentage of Tested Scoring 55-100	96%	96%	95%	#	80%	100%
Percentage of Tested Scoring 65-100	92%	92%	85%	#	80%	60%
Percentage of Tested Scoring 85-100	17%	29%	37%	#	20%	20%
Physical Setting/Earth Science						
Number Tested	15	21	17	1	2	0
Number Scoring 55-100	14	21	16	#	#	0
Number Scoring 65-100	14	20	16	#	#	0
Number Scoring 85-100	11	7	9	#	#	0
Percentage of Tested Scoring 55-100	93%	100%	94%	#	#	0%
Percentage of Tested Scoring 65-100	93%	95%	94%	#	#	0%
Percentage of Tested Scoring 85-100	73%	33%	53%	#	#	0%
Physical Setting/Chemistry						
Number Tested	26	17	14	1	1	3
Number Scoring 55-100	19	14	11	#	#	#
Number Scoring 65-100	12	12	10	#	#	#
Number Scoring 85-100	1	1	0	#	#	#
Percentage of Tested Scoring 55-100	73%	82%	79%	#	#	#
Percentage of Tested Scoring 65-100	46%	71%	71%	#	#	#
Percentage of Tested Scoring 85-100	4%	6%	0%	#	#	#
Physical Setting/Physics						
Number Tested		5	4		0	0
Number Scoring 55-100		4	#		0	0
Number Scoring 65-100		4	#		0	0
Number Scoring 85-100		0	#		0	0
Percentage of Tested Scoring 55-100		80%	#		0%	0%
Percentage of Tested Scoring 65-100		80%	#		0%	0%
Percentage of Tested Scoring 85-100		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	22	13	5	1	1	0
Number Scoring 55-100	22	12	5	#	#	0
Number Scoring 65-100	22	11	5	#	#	0
Number Scoring 85-100	10	2	5	#	#	0
Percentage of Tested Scoring 55-100	100%	92%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	85%	100%	#	#	0%
Percentage of Tested Scoring 85-100	45%	15%	100%	#	#	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	25	0%	0%	60%	40%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	25	0%	0%	60%	40%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	30	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	34	0%	59%	41%	0%

(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	19	19	19	4	4	4	23	23	23
Number Scoring 55–64	#	#	#	#	#	#	1	2	0
Number Scoring 65–84	#	#	#	#	#	#	13	8	10
Number Scoring 85–100	#	#	#	#	#	#	7	11	11
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)