

New York State School Report Card Comprehensive Information Report

BEDS Code: 64-10-01-04-0001
 Name: Hartford Central School
 Principal: B. Mannix & P. Sweeney

Grade Range : PK-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	23	32	21
Kindergarten	42	36	43
First	41	40	31
Second	46	42	37
Third	33	42	43
Fourth	45	31	40
Fifth	64	47	32
Sixth	45	60	55
Ungraded Elementary	0	0	0
Seventh	44	49	59
Eighth	54	42	48
Ninth	59	50	43
Tenth	49	52	54
Eleventh	41	47	47
Twelfth	47	33	47
Ungraded Secondary	0	0	0
Total K-12 Enrollment	610	571	579

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	1	0.2%	4	0.7%	5	0.9%
Black (Not Hispanic)	6	1.0%	4	0.7%	6	1.0%
Hispanic	0	0.0%	0	0.0%	6	1.0%
White (Not Hispanic)	603	98.9%	563	98.6%	562	97.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	18	21
Common Branch	19	20	17
English Grade 8	18	11	12
Mathematics Grade 8	24	17	21
Science Grade 8	26	38	24
Social Studies Grade 8	26	19	24
English Grade 10	21	0	22
Mathematics Grade 10	19	16	17
Science Grade 10	0	15	18
Social Studies Grade 10	22	17	17

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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	118	19.3%	112	19.6%	106	18.3%

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		96.1%		95.7%		96.6%
Student Suspensions	0	0.0%	61	10.0%	50	8.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	4.8%	7.0%	6.0%
Public Assistance	41-50%	31-40%	31-40%
Student Stability	96%	100%	98%

Staff Counts

Staff	2004-05
Total Teachers	54
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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*	30	25	32
	Regents Diplomas	13	12	28
	% Regents Diplomas	43%	48%	88%
	Regents Diplomas with Advanced Designation**			7
	% Regents Diplomas with Advanced Designation			22%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	8	3	7
	Regents Diplomas	0	2	1
	% Regents Diplomas	0%	67%	14%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	3	7	5
All Students	Total Graduates*	38	28	39
	Regents Diplomas	13	14	29
	% Regents Diplomas	34%	50%	74%
	Regents Diplomas with Advanced Designation**			7
	% Regents Diplomas with Advanced Designation			18%
	IEP Diplomas or Local Certificates	3	7	5

* 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	8	20	0	2	2	0	0	0
	Percent	25%	62%	0%	6%	6%	0%	0%	0%
Students with Disabilities	Number	0	5	1	0	1	0	0	0
	Percent	0%	71%	14%	0%	14%	0%	0%	0%
All Students	Number	8	25	1	2	3	0	0	0
	Percent	21%	64%	3%	5%	8%	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		4	2.9%	5	3.4%
	Entered GED Program*	5		0	0.0%	0	0.0%
	Total Noncompleters	5		4	2.9%	5	3.4%
Students with Disabilities	Dropped Out	2		1	2.1%	2	3.8%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	3		1	2.1%	2	3.8%
All Students	Dropped Out	2	1.0%	5	2.7%	7	3.5%
	Entered GED Program*	6	3.1%	0	0.0%	0	0.0%
	Total Noncompleters	8	4.1%	5	2.7%	7	3.5%

*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%	101%	99%
2-3	0%	100%	104%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	67	53
	Number of Students with Disabilities	0	11	15
	Number of All Students	0	78	68
	Percent of Enrollment	0%	100%	94%
6-8	Number of General-Education Students	54	126	141
	Number of Students with Disabilities	0	25	20
	Number of All Students	54	151	161
	Percent of Enrollment	38%	100%	99%
9-12	Number of General-Education Students	195	135	128
	Number of Students with Disabilities	0	47	60
	Number of All Students	195	182	188
	Percent of Enrollment	99%	100%	98%

(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	18	61%	17	41%	19	84%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	20	70%	19	68%	23	83%

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%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	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	1	#	2	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	2	#	1	#
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	9	89%	0	0%	2	#
Science	11	27%	5	60%	11	82%
Reading	9	78%	3	#	6	67%
Writing	9	56%	3	#	7	57%
Global Studies	7	57%	5	60%	10	10%
U.S. Hist & Gov't	1	#	4	#	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	35	41	46	3	5	8
Number Scoring 55-100	35	38	36	#	2	2
Number Scoring 65-100	30	36	33	#	1	2
Number Scoring 85-100	11	2	13	#	0	0
Percentage of Tested Scoring 55-100	100%	93%	78%	#	40%	25%
Percentage of Tested Scoring 65-100	86%	88%	72%	#	20%	25%
Percentage of Tested Scoring 85-100	31%	5%	28%	#	0%	0%
Mathematics A						
Number Tested	46	42	48	5	9	7
Number Scoring 55-100	37	40	46	1	8	6
Number Scoring 65-100	33	37	37	1	7	4
Number Scoring 85-100	4	7	6	0	0	0
Percentage of Tested Scoring 55-100	80%	95%	96%	20%	89%	86%
Percentage of Tested Scoring 65-100	72%	88%	77%	20%	78%	57%
Percentage of Tested Scoring 85-100	9%	17%	12%	0%	0%	0%
Mathematics B						
Number Tested	16	17	26	1	0	0
Number Scoring 55-100	14	2	14	#	0	0
Number Scoring 65-100	11	2	9	#	0	0
Number Scoring 85-100	2	1	0	#	0	0
Percentage of Tested Scoring 55-100	88%	12%	54%	#	0%	0%
Percentage of Tested Scoring 65-100	69%	12%	35%	#	0%	0%
Percentage of Tested Scoring 85-100	12%	6%	0%	#	0%	0%
Global History and Geography						
Number Tested	50	50	56	6	11	17
Number Scoring 55-100	44	39	45	2	4	10
Number Scoring 65-100	42	33	38	1	3	6
Number Scoring 85-100	14	13	14	0	0	0
Percentage of Tested Scoring 55-100	88%	78%	80%	33%	36%	59%
Percentage of Tested Scoring 65-100	84%	66%	68%	17%	27%	35%
Percentage of Tested Scoring 85-100	28%	26%	25%	0%	0%	0%
U.S. History and Government						
Number Tested	37	47	49	4	11	9
Number Scoring 55-100	35	41	38	#	5	3
Number Scoring 65-100	32	37	34	#	3	1
Number Scoring 85-100	9	15	19	#	0	0
Percentage of Tested Scoring 55-100	95%	87%	78%	#	45%	33%
Percentage of Tested Scoring 65-100	86%	79%	69%	#	27%	11%
Percentage of Tested Scoring 85-100	24%	32%	39%	#	0%	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	37	38	75	3	10	14
Number Scoring 55-100	36	36	67	#	8	9
Number Scoring 65-100	36	32	58	#	4	4
Number Scoring 85-100	8	8	11	#	0	0
Percentage of Tested Scoring 55-100	97%	95%	89%	#	80%	64%
Percentage of Tested Scoring 65-100	97%	84%	77%	#	40%	29%
Percentage of Tested Scoring 85-100	22%	21%	15%	#	0%	0%
Physical Setting/Earth Science						
Number Tested	44	57	23	6	5	3
Number Scoring 55-100	32	45	21	3	3	#
Number Scoring 65-100	22	37	16	2	3	#
Number Scoring 85-100	1	3	0	0	1	#
Percentage of Tested Scoring 55-100	73%	79%	91%	50%	60%	#
Percentage of Tested Scoring 65-100	50%	65%	70%	33%	60%	#
Percentage of Tested Scoring 85-100	2%	5%	0%	0%	20%	#
Physical Setting/Chemistry						
Number Tested	10	15	22	1	0	0
Number Scoring 55-100	10	12	16	#	0	0
Number Scoring 65-100	7	10	11	#	0	0
Number Scoring 85-100	0	2	1	#	0	0
Percentage of Tested Scoring 55-100	100%	80%	73%	#	0%	0%
Percentage of Tested Scoring 65-100	70%	67%	50%	#	0%	0%
Percentage of Tested Scoring 85-100	0%	13%	5%	#	0%	0%
Physical Setting/Physics						
Number Tested		5	8		1	0
Number Scoring 55-100		5	7		#	0
Number Scoring 65-100		4	6		#	0
Number Scoring 85-100		1	3		#	0
Percentage of Tested Scoring 55-100		100%	88%		#	0%
Percentage of Tested Scoring 65-100		80%	75%		#	0%
Percentage of Tested Scoring 85-100		20%	38%		#	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	27	21	11	0	0	0
Number Scoring 55-100	26	19	11	0	0	0
Number Scoring 65-100	22	17	10	0	0	0
Number Scoring 85-100	4	1	4	0	0	0
Percentage of Tested Scoring 55-100	96%	90%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	81%	81%	91%	0%	0%	0%
Percentage of Tested Scoring 85-100	15%	5%	36%	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	0	0	12	0	0	0
Number Scoring 55-100	0	0	12	0	0	0
Number Scoring 65-100	0	0	12	0	0	0
Number Scoring 85-100	0	0	8	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	67%	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	29	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	33	3%	12%	45%	39%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	39	0%	21%	62%	18%
	Students with Disabilities	9	11%	33%	56%	0%
	All Students	48	2%	23%	60%	15%

(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	31	31	31	13	13	13	44	44	44
Number Scoring 55–64	1	0	0	1	1	4	2	1	4
Number Scoring 65–84	18	17	22	3	3	2	21	20	24
Number Scoring 85–100	11	14	9	0	0	1	11	14	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)