



# The New York State Report Card 2011–12

District **HANNIBAL CENTRAL SCHOOL  
DISTRICT**  
District ID **46-07-01-04-0000**  
Superintendent **EDMUND BACKUS**  
Telephone **(315) 564-7900**  
Grades **PK-12, UE, US**  
Need/Resource  
Capacity Category **High Need/Resource Rural  
Districts**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

## This report includes:

- 1 Profile**  
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**  
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**  
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

# 1 Profile

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Enrollment

	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
Pre-K	66	67	50
Kindergarten	113	98	104
Grade 1	104	114	113
Grade 2	110	106	113
Grade 3	131	108	98
Grade 4	114	128	108
Grade 5	105	112	131
Grade 6	104	106	116
Ungraded Elementary	3	4	10
Grade 7	112	108	106
Grade 8	119	114	107
Grade 9	154	143	127
Grade 10	147	127	126
Grade 11	123	124	109
Grade 12	113	122	110
Ungraded Secondary	2	0	1
<b>Total K-12</b>	<b>1554</b>	<b>1514</b>	<b>1479</b>

## Average Class Size

	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Common Branch</b>	<b>22</b>	<b>21</b>	<b>21</b>
<b>Grade 8</b>			
English	19	20	
Mathematics	19	21	21
Science	23	23	21
Social Studies	23	21	21
<b>Grade 10</b>			
English	18	18	20
Mathematics	24		21
Science	14		22
Social Studies	16	20	20

## Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

# 1 Profile

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	669	43%	695	46%	1126	76%
Reduced Price Lunch	188	12%	131	9%	196	13%
Limited English Proficient	0	0%	5	0%	5	0%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	8	1%	6	0%	7	0%
Black or African American	16	1%	18	1%	28	2%
Hispanic or Latino	29	2%	39	3%	36	2%
Asian or Native Hawaiian/Other Pacific Islander	3	0%	2	0%	4	0%
White	1498	96%	1443	95%	1400	95%
Multiracial	0	0%	6	0%	4	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		94%		93%		94%
Student Suspensions	132	9%	156	10%	127	8%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	121	114	112
Percent with No Valid Teaching Certificate	0%	1%	0%
Percent Teaching Out of Certification	0%	2%	0%
Percent with Fewer than Three Years of Experience	6%	5%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	11%	9%	10%
<b>Total Number of Core Classes</b>	253	280	250
Percent Not Taught by Highly Qualified Teachers in This School*	N/A	N/A	N/A
Percent Not Taught by Highly Qualified Teachers in This District**	0%	3%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	349	358	346
Percent Taught by Teachers Without Appropriate Certification	0%	2%	0%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	14%	31%	33%
Turnover Rate of All Teachers	11%	16%	17%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	13	13	14
Total Paraprofessionals*	51	51	55
Assistant Principals	2	2	2
Principals	3	3	3

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*High-poverty* and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

## **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

### **English Language Arts**

#### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

#### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

#### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

#### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

### **Mathematics**

#### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

#### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

#### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

#### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

## **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

## **New York State English as a Second Language Achievement Tests (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

## **Secondary-Level Cohorts**

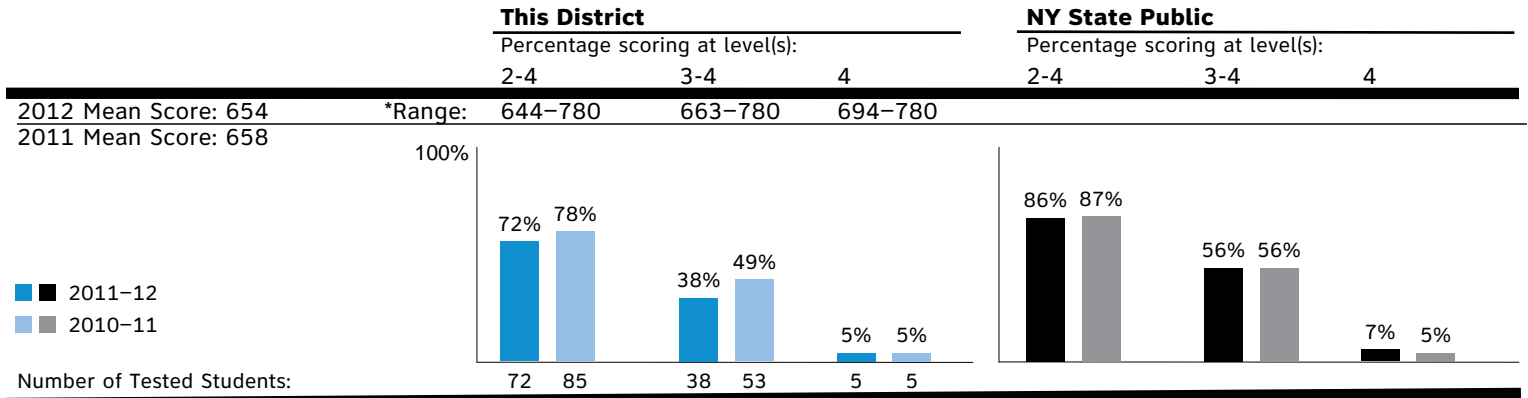
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Results in Grade 3 English Language Arts



### Results by Student Group

	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	100	72%	38%	5%	109	78%	49%	5%
Female	46	70%	43%	7%	50	76%	46%	4%
Male	54	74%	33%	4%	59	80%	51%	5%
American Indian or Alaska Native	1	-	-	-				
Black or African American	1	-	-	-	3	-	-	-
Hispanic or Latino	4	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	93	71%	38%	5%	103	80%	49%	5%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	86%	43%	0%	6	50%	50%	0%
General-Education Students	87	82%	44%	6%	98	85%	54%	5%
Students with Disabilities	13	8%	0%	0%	11	18%	0%	0%
English Proficient	100	72%	38%	5%	109	78%	49%	5%
Limited English Proficient								
Economically Disadvantaged	78	67%	28%	3%	62	74%	39%	0%
Not Disadvantaged	22	91%	73%	14%	47	83%	62%	11%
Migrant								
Not Migrant	100	72%	38%	5%	109	78%	49%	5%

### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

### Other Assessments

	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

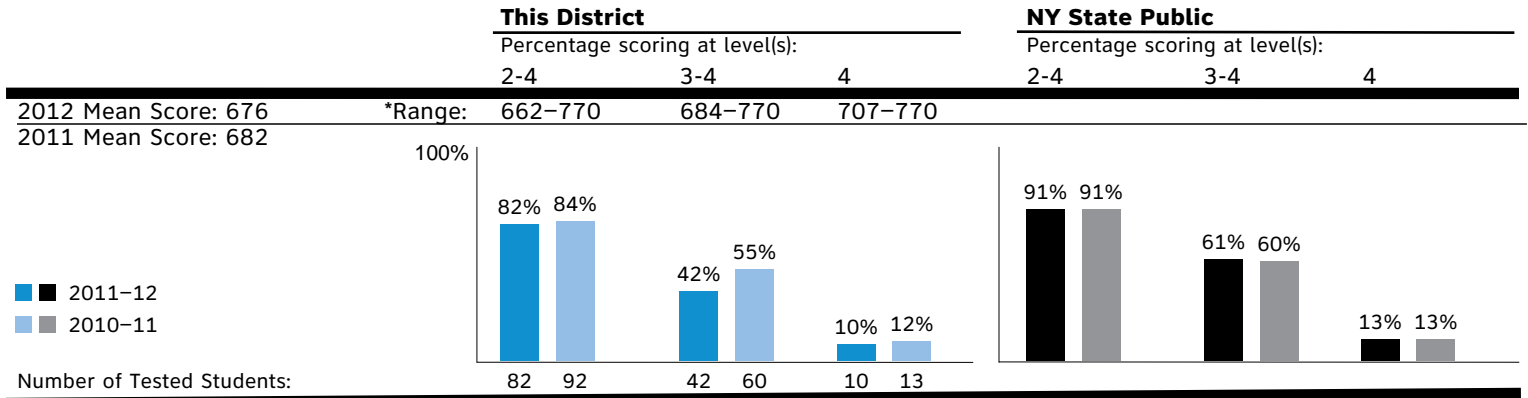
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Results in Grade 3 Mathematics



### Results by Student Group

	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	100	82%	42%	10%	109	84%	55%	12%
Female	46	83%	43%	9%	50	82%	50%	16%
Male	54	81%	41%	11%	59	86%	59%	8%
American Indian or Alaska Native	1	-	-	-				
Black or African American	1	-	-	-	3	-	-	-
Hispanic or Latino	4	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	93	82%	42%	11%	103	85%	56%	12%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	86%	43%	0%	6	67%	33%	17%
General-Education Students	87	90%	48%	11%	98	90%	60%	13%
Students with Disabilities	13	31%	0%	0%	11	36%	9%	0%
English Proficient	100	82%	42%	10%	109	84%	55%	12%
Limited English Proficient								
Economically Disadvantaged	77	78%	35%	4%	62	81%	45%	8%
Not Disadvantaged	23	96%	65%	30%	47	89%	68%	17%
Migrant								
Not Migrant	100	82%	42%	10%	109	84%	55%	12%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

### Other Assessments

	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	0	-	-	-

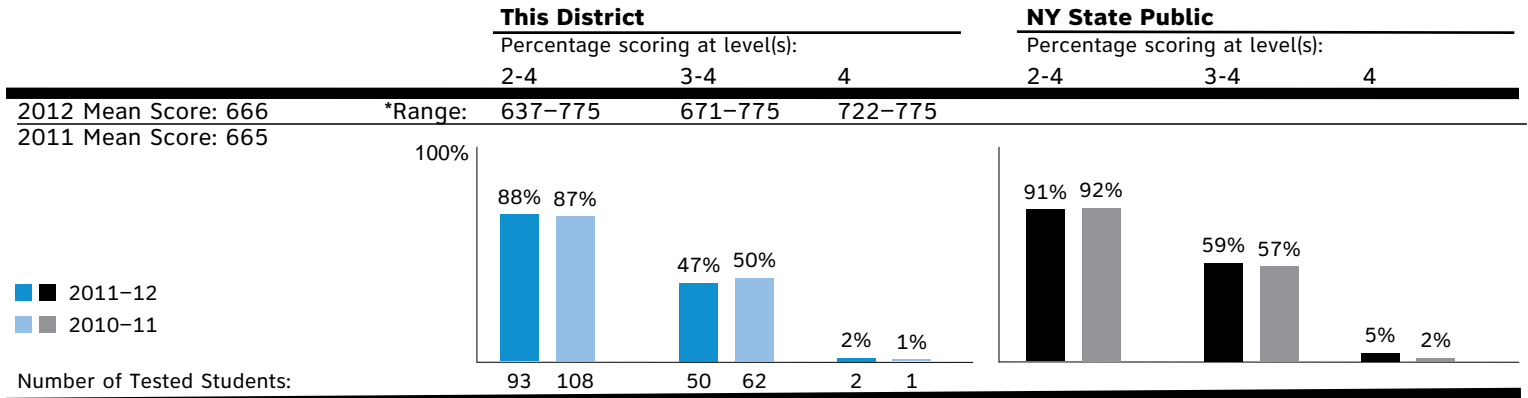


# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Results in Grade 4 English Language Arts



### Results by Student Group

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	<b>106</b>	<b>88%</b>	<b>47%</b>	<b>2%</b>	<b>124</b>	<b>87%</b>	<b>50%</b>	<b>1%</b>
Female	48	90%	46%	2%	63	92%	59%	2%
Male	58	86%	48%	2%	61	82%	41%	0%
American Indian or Alaska Native								
Black or African American	4	–	–	–	1	–	–	–
Hispanic or Latino	3	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	98	88%	48%	2%	121	–	–	–
Multiracial	1	–	–	–				
Small Group Totals	8	88%	38%	0%	124	87%	50%	1%
General-Education Students	95	95%	53%	2%	111	95%	56%	1%
Students with Disabilities	11	27%	0%	0%	13	23%	0%	0%
English Proficient	106	88%	47%	2%	124	87%	50%	1%
Limited English Proficient								
Economically Disadvantaged	58	90%	38%	0%	74	81%	34%	1%
Not Disadvantaged	48	85%	58%	4%	50	96%	74%	0%
Migrant								
Not Migrant	106	88%	47%	2%	124	87%	50%	1%

### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

### Other Assessments

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

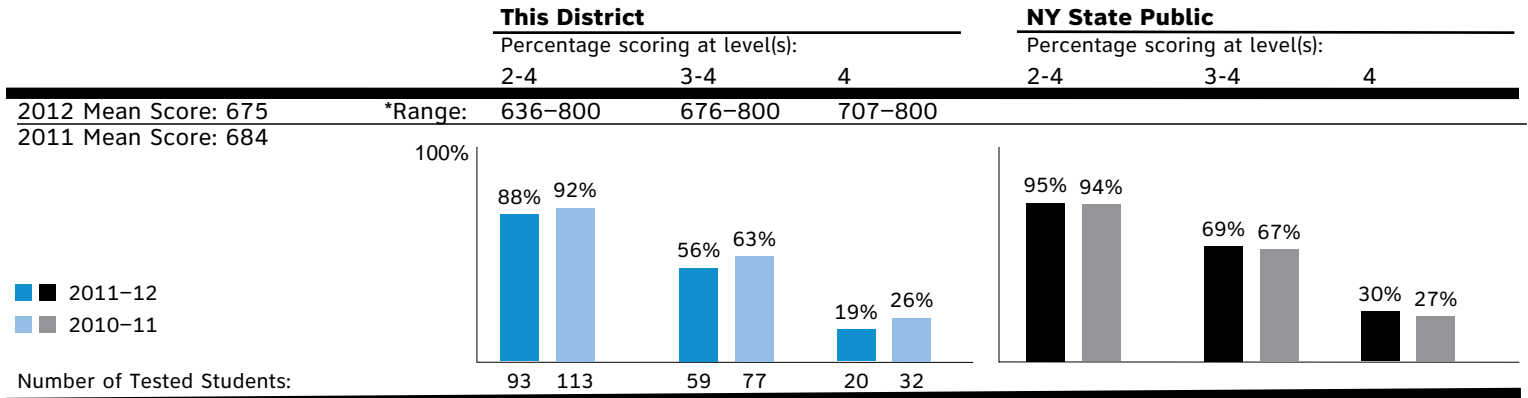


# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Results in Grade 4 Mathematics



### Results by Student Group

	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	<b>106</b>	<b>88%</b>	<b>56%</b>	<b>19%</b>	<b>123</b>	<b>92%</b>	<b>63%</b>	<b>26%</b>
Female	48	88%	48%	17%	62	97%	68%	29%
Male	58	88%	62%	21%	61	87%	57%	23%
American Indian or Alaska Native								
Black or African American	4	-	-	-	1	-	-	-
Hispanic or Latino	3	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	98	89%	57%	19%	120	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	8	75%	38%	13%	123	92%	63%	26%
General-Education Students	95	96%	62%	21%	110	97%	69%	29%
Students with Disabilities	11	18%	0%	0%	13	46%	8%	0%
English Proficient	106	88%	56%	19%	123	92%	63%	26%
Limited English Proficient								
Economically Disadvantaged	58	88%	48%	16%	73	89%	48%	16%
Not Disadvantaged	48	88%	65%	23%	50	96%	84%	40%
Migrant								
Not Migrant	106	88%	56%	19%	123	92%	63%	26%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

### Other Assessments

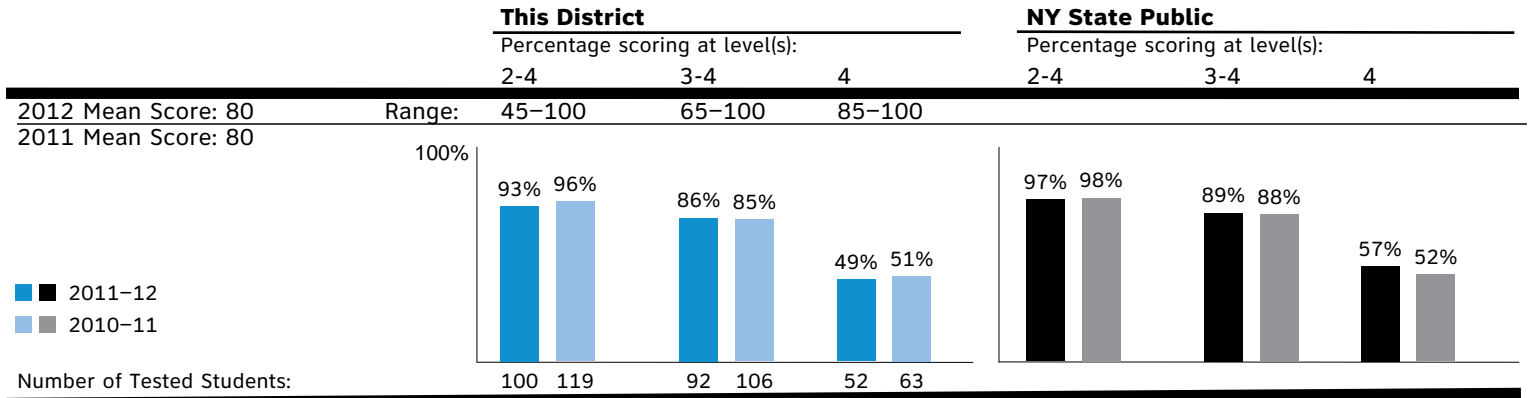
	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				3	-	-	-

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Results in Grade 4 Science



### Results by Student Group

	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	<b>107</b>	<b>93%</b>	<b>86%</b>	<b>49%</b>	<b>124</b>	<b>96%</b>	<b>85%</b>	<b>51%</b>
Female	48	94%	85%	48%	63	98%	90%	52%
Male	59	93%	86%	49%	61	93%	80%	49%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	4	-	-	-	1	-	-	-
Hispanic or Latino	3	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	99	94%	87%	52%	121	-	-	-
Multiracial	1	-	-	-	-	-	-	-
Small Group Totals	8	88%	75%	13%	124	96%	85%	51%
General-Education Students	94	97%	94%	55%	111	99%	90%	55%
Students with Disabilities	13	69%	31%	0%	13	69%	46%	15%
English Proficient	107	93%	86%	49%	124	96%	85%	51%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	60	93%	85%	42%	74	95%	81%	38%
Not Disadvantaged	47	94%	87%	57%	50	98%	92%	70%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	107	93%	86%	49%	124	96%	85%	51%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

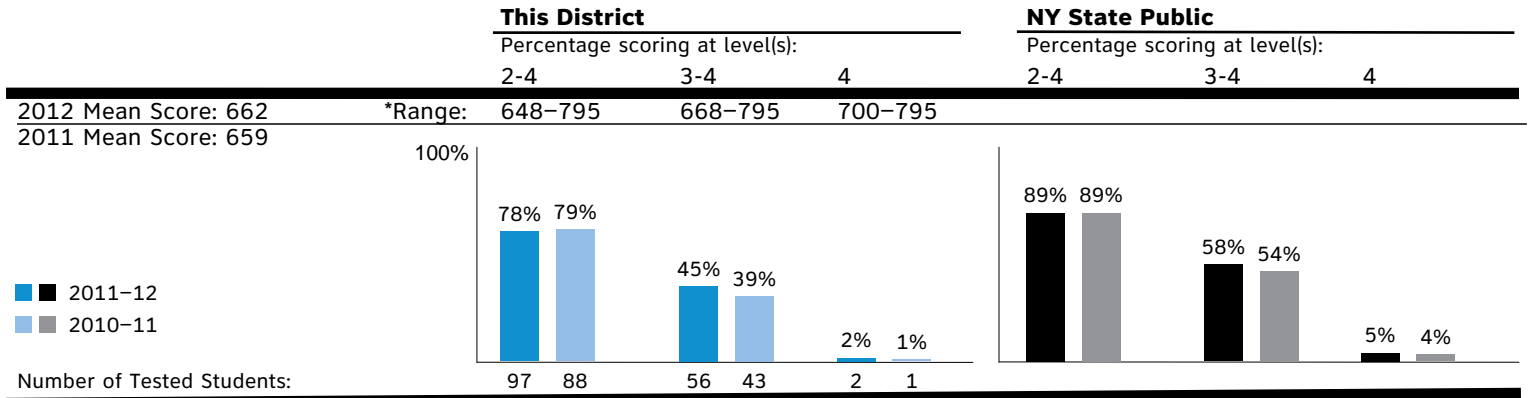
	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0	-	-	-	3	-	-	-

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Results in Grade 5 English Language Arts



### Results by Student Group

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	125	78%	45%	2%	111	79%	39%	1%
Female	60	83%	50%	3%	62	85%	42%	2%
Male	65	72%	40%	0%	49	71%	35%	0%
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	123	–	–	–	110	–	–	–
Multiracial								
Small Group Totals	125	78%	45%	2%	111	79%	39%	1%
General-Education Students	108	86%	51%	2%	96	89%	45%	1%
Students with Disabilities	17	24%	6%	0%	15	20%	0%	0%
English Proficient	125	78%	45%	2%	110	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	79	71%	33%	0%	72	71%	33%	0%
Not Disadvantaged	46	89%	65%	4%	39	95%	49%	3%
Migrant								
Not Migrant	125	78%	45%	2%	111	79%	39%	1%

### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

### Other Assessments

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

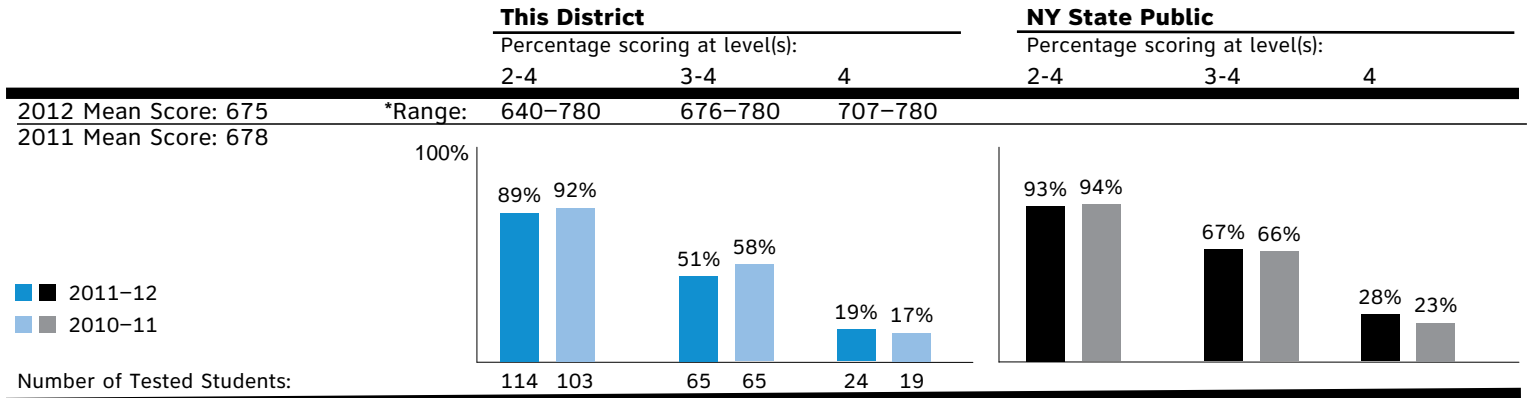
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Results in Grade 5 Mathematics



### Results by Student Group

	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	128	89%	51%	19%	112	92%	58%	17%
Female	61	93%	56%	18%	62	94%	61%	16%
Male	67	85%	46%	19%	50	90%	54%	18%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	126	-	-	-	111	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	128	89%	51%	19%	112	92%	58%	17%
General-Education Students	111	95%	59%	22%	97	98%	65%	20%
Students with Disabilities	17	47%	0%	0%	15	53%	13%	0%
English Proficient	128	89%	51%	19%	111	-	-	-
Limited English Proficient	-	-	-	-	1	-	-	-
Economically Disadvantaged	79	84%	41%	13%	73	88%	48%	11%
Not Disadvantaged	49	98%	67%	29%	39	100%	77%	28%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	128	89%	51%	19%	112	92%	58%	17%

### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

### Other Assessments

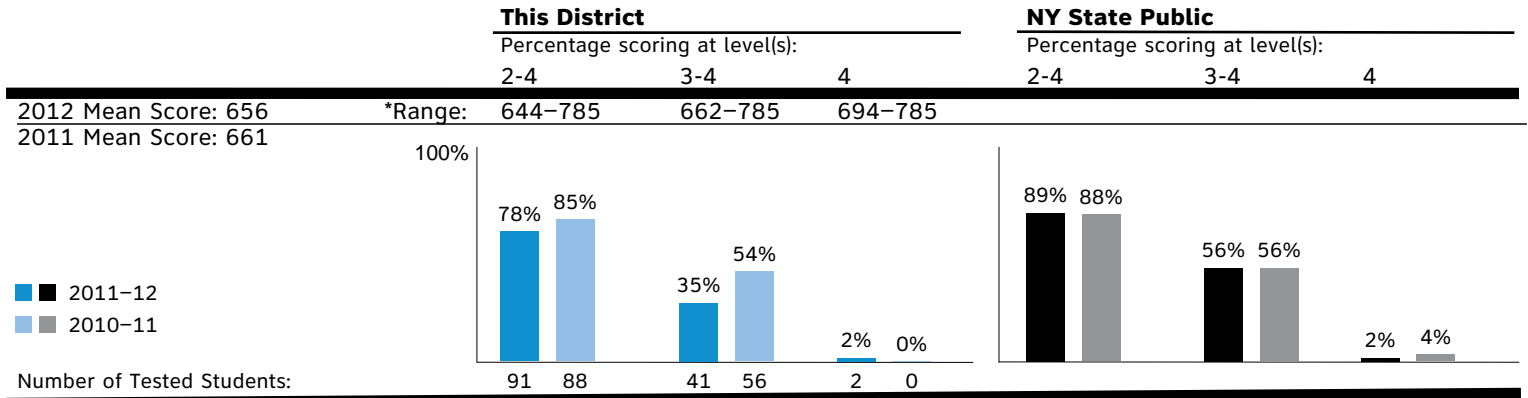
	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	1	-	-	-

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Results in Grade 6 English Language Arts



### Results by Student Group

	<b>2011-12 School Year</b>			<b>2010-11 School Year</b>				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	<b>116</b>	<b>78%</b>	<b>35%</b>	<b>2%</b>	<b>103</b>	<b>85%</b>	<b>54%</b>	<b>0%</b>
Female	63	87%	44%	3%	56	91%	66%	0%
Male	53	68%	25%	0%	47	79%	40%	0%
American Indian or Alaska Native					1	-	-	-
Black or African American	1	-	-	-				
Hispanic or Latino	4	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	111	79%	36%	2%	100	-	-	-
Multiracial								
Small Group Totals	5	60%	20%	0%	103	85%	54%	0%
General-Education Students	98	92%	42%	2%	95	89%	59%	0%
Students with Disabilities	18	6%	0%	0%	8	38%	0%	0%
English Proficient	115	-	-	-	102	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	78	72%	32%	1%	63	81%	37%	0%
Not Disadvantaged	38	92%	42%	3%	40	93%	83%	0%
Migrant								
Not Migrant	116	78%	35%	2%	103	85%	54%	0%

### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

### Other Assessments

	<b>2011-12 School Year</b>			<b>2010-11 School Year</b>				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

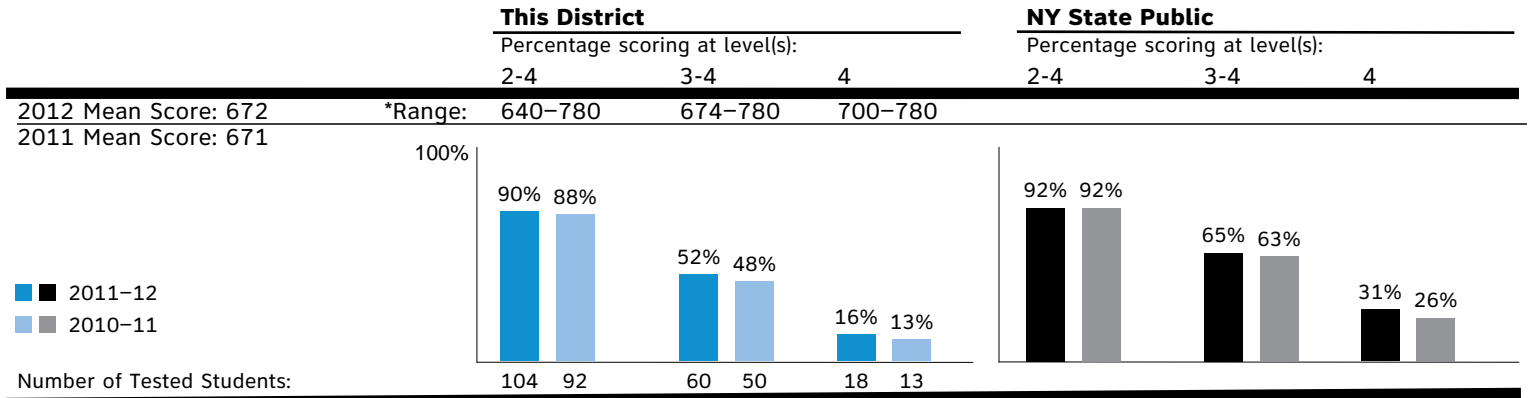
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Results in Grade 6 Mathematics



### Results by Student Group

	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	<b>116</b>	<b>90%</b>	<b>52%</b>	<b>16%</b>	<b>104</b>	<b>88%</b>	<b>48%</b>	<b>13%</b>
Female	63	95%	62%	19%	57	89%	47%	11%
Male	53	83%	40%	11%	47	87%	49%	15%
American Indian or Alaska Native					1	-	-	-
Black or African American	1	-	-	-				
Hispanic or Latino	4	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	111	90%	53%	16%	101	-	-	-
Multiracial								
Small Group Totals	5	80%	20%	0%	104	88%	48%	13%
General-Education Students	98	95%	60%	18%	96	93%	52%	14%
Students with Disabilities	18	61%	6%	0%	8	38%	0%	0%
English Proficient	115	-	-	-	103	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	78	87%	45%	12%	64	84%	42%	6%
Not Disadvantaged	38	95%	66%	24%	40	95%	58%	23%
Migrant								
Not Migrant	116	90%	52%	16%	104	88%	48%	13%

### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

### Other Assessments

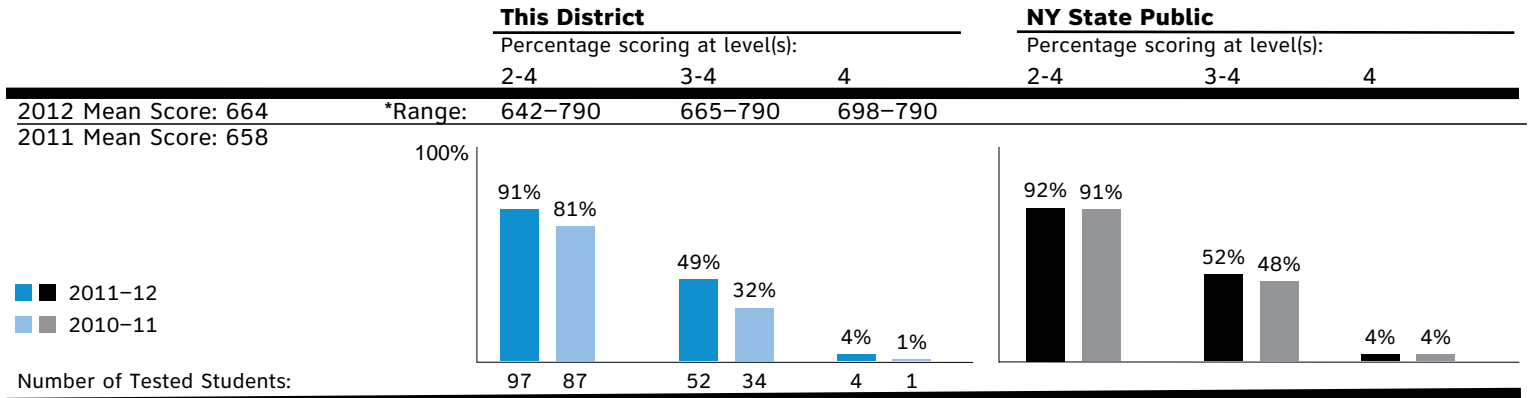
	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	-	-	-	1	-	-	-

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Results in Grade 7 English Language Arts



### Results by Student Group

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	107	91%	49%	4%	107	81%	32%	1%
Female	57	96%	60%	4%	50	88%	38%	2%
Male	50	84%	36%	4%	57	75%	26%	0%
American Indian or Alaska Native	1	–	–	–				
Black or African American								
Hispanic or Latino	1	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	104	–	–	–	104	–	–	–
Multiracial								
Small Group Totals	107	91%	49%	4%	107	81%	32%	1%
General-Education Students	100	94%	52%	4%	91	86%	35%	1%
Students with Disabilities	7	43%	0%	0%	16	56%	13%	0%
English Proficient	106	–	–	–	106	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	62	90%	39%	5%	61	75%	23%	0%
Not Disadvantaged	45	91%	62%	2%	46	89%	43%	2%
Migrant								
Not Migrant	107	91%	49%	4%	107	81%	32%	1%

### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

### Other Assessments

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

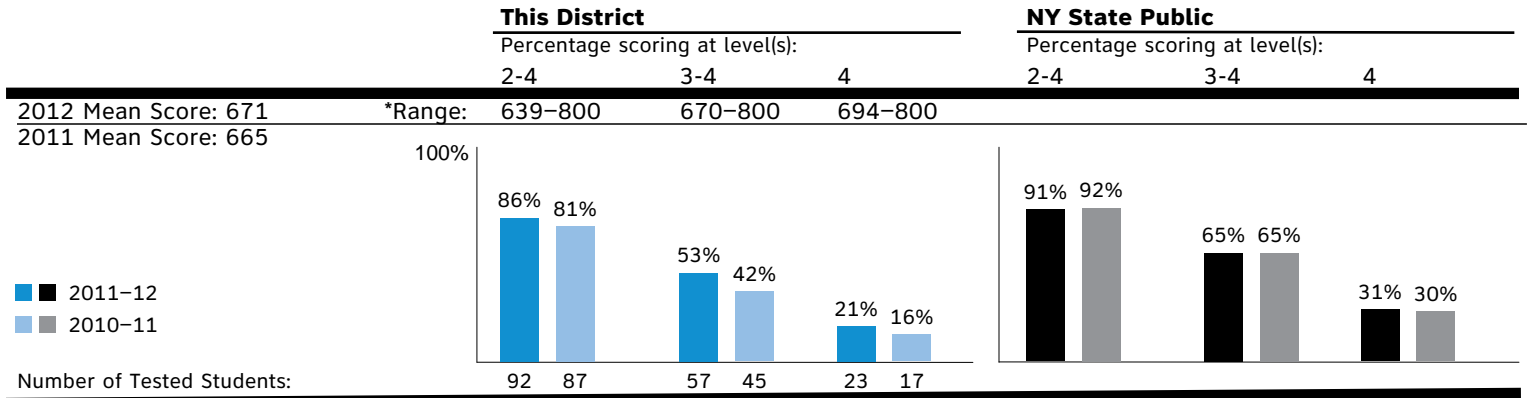


# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Results in Grade 7 Mathematics



### Results by Student Group

	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	<b>107</b>	<b>86%</b>	<b>53%</b>	<b>21%</b>	<b>107</b>	<b>81%</b>	<b>42%</b>	<b>16%</b>
Female	57	88%	61%	23%	50	96%	58%	22%
Male	50	84%	44%	20%	57	68%	28%	11%
American Indian or Alaska Native	1	-	-	-				
Black or African American								
Hispanic or Latino	1	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	104	-	-	-	104	-	-	-
Multiracial								
Small Group Totals	107	86%	53%	21%	107	81%	42%	16%
General-Education Students	100	90%	57%	23%	91	87%	49%	19%
Students with Disabilities	7	29%	0%	0%	16	50%	0%	0%
English Proficient	106	-	-	-	106	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	62	79%	40%	13%	61	75%	33%	11%
Not Disadvantaged	45	96%	71%	33%	46	89%	54%	22%
Migrant								
Not Migrant	107	86%	53%	21%	107	81%	42%	16%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

### Other Assessments

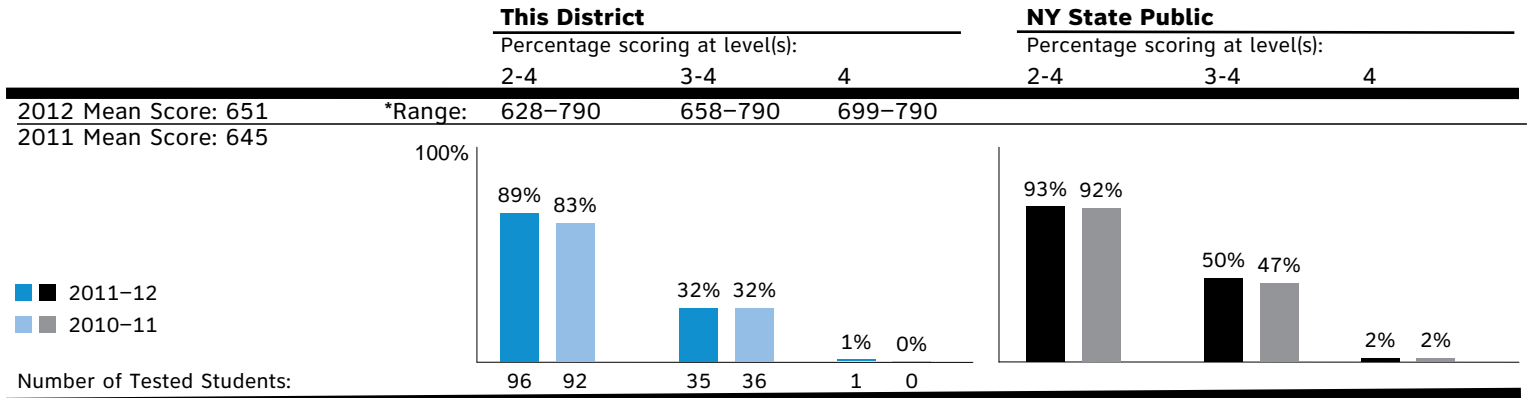
	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-	1	-	-	-

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Results in Grade 8 English Language Arts



### Results by Student Group

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	<b>108</b>	<b>89%</b>	<b>32%</b>	<b>1%</b>	<b>111</b>	<b>83%</b>	<b>32%</b>	<b>0%</b>
Female	54	96%	41%	2%	53	87%	45%	0%
Male	54	81%	24%	0%	58	79%	21%	0%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	4	–	–	–	6	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	103	90%	33%	1%	102	83%	32%	0%
Multiracial					1	–	–	–
Small Group Totals	5	60%	20%	0%	9	78%	33%	0%
General-Education Students	90	96%	38%	1%	94	91%	38%	0%
Students with Disabilities	18	56%	6%	0%	17	35%	0%	0%
English Proficient	107	–	–	–	110	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	67	85%	25%	0%	60	73%	17%	0%
Not Disadvantaged	41	95%	44%	2%	51	94%	51%	0%
Migrant								
Not Migrant	108	89%	32%	1%	111	83%	32%	0%

### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

### Other Assessments

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

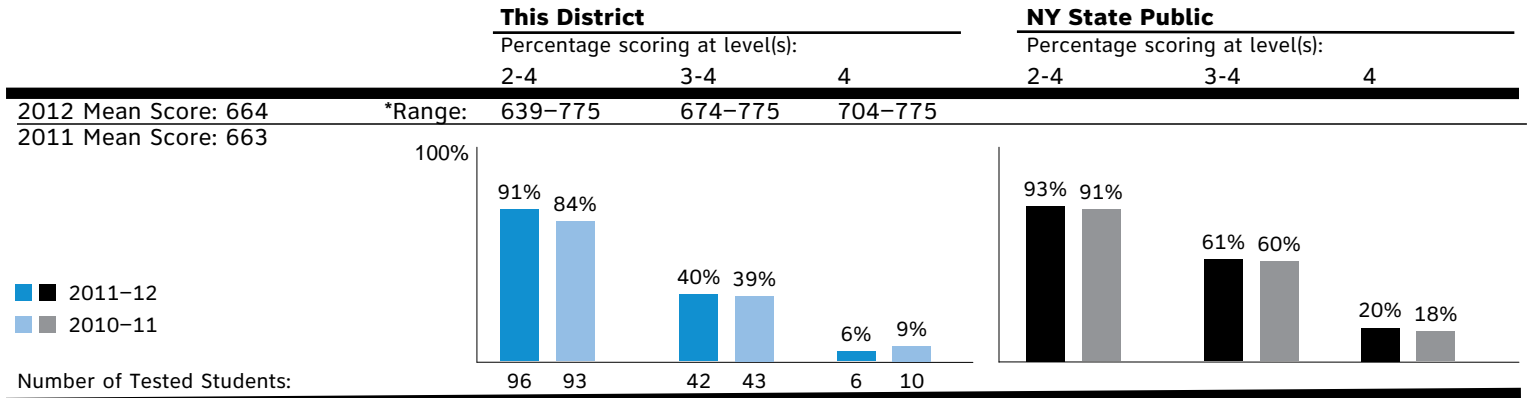
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Results in Grade 8 Mathematics



### Results by Student Group

	<b>2011–12 School Year</b>			<b>2010–11 School Year</b>				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	<b>106</b>	<b>91%</b>	<b>40%</b>	<b>6%</b>	<b>111</b>	<b>84%</b>	<b>39%</b>	<b>9%</b>
Female	54	94%	52%	6%	53	87%	38%	9%
Male	52	87%	27%	6%	58	81%	40%	9%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	4	–	–	–	6	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	101	93%	41%	6%	102	84%	39%	9%
Multiracial					1	–	–	–
Small Group Totals	5	40%	20%	0%	9	78%	33%	11%
General-Education Students	88	97%	48%	7%	94	88%	46%	11%
Students with Disabilities	18	61%	0%	0%	17	59%	0%	0%
English Proficient	105	–	–	–	110	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	65	85%	32%	2%	60	78%	30%	5%
Not Disadvantaged	41	100%	51%	12%	51	90%	49%	14%
Migrant								
Not Migrant	106	91%	40%	6%	111	84%	39%	9%

#### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

### Other Assessments

	<b>2011–12 School Year</b>			<b>2010–11 School Year</b>				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	–	–	–	0	–	–	–

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

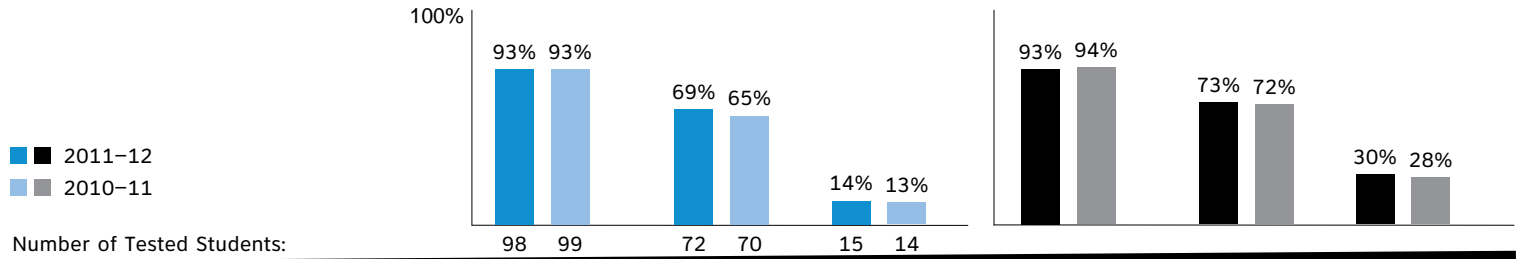
## Results in Grade 8 Science

### This District

Percentage scoring at level(s):  
2-4      3-4      4

### NY State Public

Percentage scoring at level(s):  
2-4      3-4      4



### Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	105	93%	69%	14%	107	93%	65%	13%
Female	52	98%	83%	15%	51	96%	67%	14%
Male	53	89%	55%	13%	56	89%	64%	13%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	4	-	-	-	5	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	1	-	-	-
White	100	95%	71%	15%	100	92%	66%	13%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	5	60%	20%	0%	7	100%	57%	14%
General-Education Students	89	97%	73%	17%	92	95%	74%	15%
Students with Disabilities	16	75%	44%	0%	15	80%	13%	0%
English Proficient	104	-	-	-	106	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	63	89%	62%	6%	56	91%	52%	4%
Not Disadvantaged	42	100%	79%	26%	51	94%	80%	24%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	105	93%	69%	14%	107	93%	65%	13%

### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	0	-	-	-
Regents Science	0	-	-	-	0	-	-	-

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Statewide 2010–11 Results on the National Assessment of Educational Progress (NAEP)

	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>
<b>Grade 4 Reading</b>	32%	33%	26%	9%
<b>Grade 8 Reading</b>	24%	41%	31%	4%
<b>Grade 4 Mathematics</b>	20%	44%	31%	5%
<b>Grade 8 Mathematics</b>	30%	40%	23%	7%

**NOTES**

\*Reporting standards not met.

\*\*Rounds to 0.

## Statewide 2010–11 NAEP Participation Rates for LEP Students and Students with Disabilities

	<b>Participation Rate</b>
<b>Grade 4 Reading</b>	
<b>Limited English Proficient</b>	84%
<b>Students with Disabilities</b>	85%
<b>Grade 8 Reading</b>	
<b>Limited English Proficient</b>	77%
<b>Students with Disabilities</b>	84%
<b>Grade 4 Mathematics</b>	
<b>Limited English Proficient</b>	91%
<b>Students with Disabilities</b>	90%
<b>Grade 8 Mathematics</b>	
<b>Limited English Proficient</b>	92%
<b>Students with Disabilities</b>	91%

**NOTE**

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results.

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

### This District

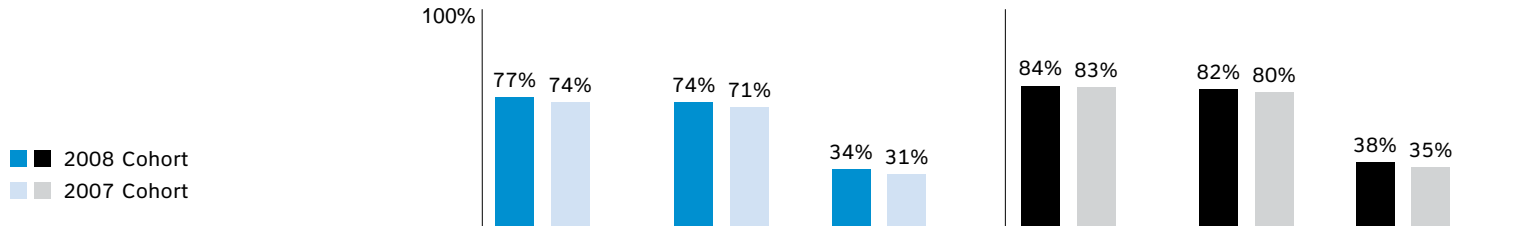
Percentage scoring at level(s):

2-4                      3-4                      4

### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



### Results by Student Group

#### 2008 Cohort

#### 2007 Cohort

Results by Student Group	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>137</b>	<b>77%</b>	<b>74%</b>	<b>34%</b>	<b>148</b>	<b>74%</b>	<b>71%</b>	<b>31%</b>
Female	71	83%	82%	38%	76	76%	76%	36%
Male	66	71%	67%	29%	72	71%	65%	26%
American Indian or Alaska Native	3	–	–	–				
Black or African American	1	–	–	–	3	–	–	–
Hispanic or Latino	2	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	131	77%	74%	34%	141	74%	72%	31%
Multiracial								
Small Group Totals	6	83%	83%	17%	7	57%	57%	29%
General-Education Students	116	84%	83%	40%	117	80%	79%	37%
Students with Disabilities	21	43%	29%	0%	31	48%	39%	10%
English Proficient	137	77%	74%	34%	148	74%	71%	31%
Limited English Proficient								
Economically Disadvantaged	63	75%	75%	27%	69	74%	74%	20%
Not Disadvantaged	74	80%	74%	39%	79	73%	68%	41%
Migrant								
Not Migrant	137	77%	74%	34%	148	74%	71%	31%

#### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

### This District

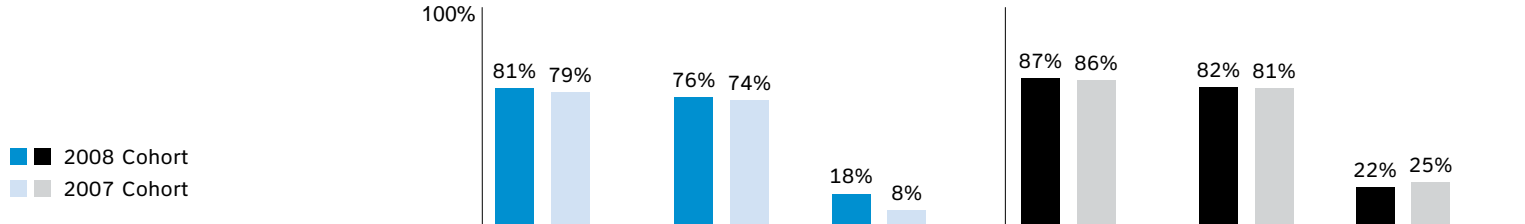
Percentage scoring at level(s):

2-4                      3-4                      4

### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



### Results by Student Group

#### 2008 Cohort

#### 2007 Cohort

Results by Student Group	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>137</b>	<b>81%</b>	<b>76%</b>	<b>18%</b>	<b>148</b>	<b>79%</b>	<b>74%</b>	<b>8%</b>
Female	71	82%	79%	18%	76	84%	79%	11%
Male	66	80%	73%	18%	72	74%	68%	6%
American Indian or Alaska Native	3	–	–	–				
Black or African American	1	–	–	–	3	–	–	–
Hispanic or Latino	2	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	131	81%	76%	19%	141	80%	74%	9%
Multiracial								
Small Group Totals	6	83%	83%	0%	7	57%	57%	0%
General-Education Students	116	87%	85%	22%	117	87%	83%	10%
Students with Disabilities	21	48%	24%	0%	31	48%	39%	0%
English Proficient	137	81%	76%	18%	148	79%	74%	8%
Limited English Proficient								
Economically Disadvantaged	63	79%	75%	16%	69	78%	74%	3%
Not Disadvantaged	74	82%	77%	20%	79	80%	73%	13%
Migrant								
Not Migrant	137	81%	76%	18%	148	79%	74%	8%

#### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.



# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## 2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
<b>Global History and Geography</b>	137	4%	46%	28%	116	1%	51%	33%	21	19%	19%	0%
<b>U.S. History and Government</b>	137	3%	35%	37%	116	2%	38%	43%	21	10%	19%	5%
<b>Science</b>	137	1%	45%	36%	116	0%	47%	42%	21	5%	33%	0%

## New York State Alternate Assessments (NYSAA) 2011-12

	All Students				
	Total Tested	Number of students scoring at Level:			
Secondary Level		1	2	3	4
English Language Arts	1	—	—	—	—
Mathematics	1	—	—	—	—
Social Studies	1	—	—	—	—
Science	1	—	—	—	—

### NOTES

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	106	92%	82%	32%	97	97%	88%	35%	9	44%	22%	0%
	2010-11	122	96%	89%	39%	106	100%	97%	45%	16	69%	38%	0%
	2009-10	125	95%	90%	37%	104	99%	96%	41%	21	76%	62%	14%
Integrated Algebra	2011-12	95	92%	62%	0%	82	95%	66%	0%	13	69%	38%	0%
	2010-11	161	86%	64%	7%	140	90%	71%	8%	21	57%	14%	0%
	2009-10	196	84%	70%	10%	167	90%	78%	12%	29	52%	24%	0%
Geometry	2011-12	54	93%	85%	28%	54	93%	85%	28%	0			
	2010-11	74	92%	80%	22%	74	92%	80%	22%	0			
	2009-10	86	97%	86%	29%	85	—	—	—	1	—	—	—
Algebra 2/Trigonometry	2011-12	45	64%	47%	7%	45	64%	47%	7%	0			
	2010-11	63	75%	60%	21%	63	75%	60%	21%	0			
	2009-10	36	78%	56%	14%	36	78%	56%	14%	0			
Global History and Geography	2011-12	141	80%	72%	25%	118	90%	82%	30%	23	30%	17%	0%
	2010-11	160	81%	66%	21%	145	88%	72%	23%	15	13%	7%	0%
	2009-10	169	78%	63%	25%	143	84%	71%	29%	26	42%	19%	0%
U.S. History and Government	2011-12	114	91%	82%	35%	106	95%	87%	38%	8	38%	13%	0%
	2010-11	130	88%	76%	38%	116	94%	83%	42%	14	43%	21%	0%
	2009-10	121	89%	86%	35%	94	93%	89%	41%	27	78%	74%	11%
Living Environment	2011-12	83	94%	81%	24%	72	97%	86%	28%	11	73%	45%	0%
	2010-11	122	93%	85%	29%	113	93%	88%	31%	9	89%	56%	0%
	2009-10	136	93%	85%	33%	123	93%	86%	37%	13	92%	69%	0%
Physical Setting/Earth Science	2011-12	132	77%	67%	28%	111	89%	77%	33%	21	14%	10%	0%
	2010-11	119	85%	68%	30%	106	91%	75%	34%	13	38%	8%	0%
	2009-10	145	92%	85%	41%	131	95%	89%	45%	14	64%	50%	7%
Physical Setting/Chemistry	2011-12	45	96%	78%	16%	45	96%	78%	16%	0			
	2010-11	55	95%	78%	27%	55	95%	78%	27%	0			
	2009-10	42	98%	81%	21%	42	98%	81%	21%	0			
Physical Setting/Physics	2011-12	25	96%	88%	60%	25	96%	88%	60%	0			
	2010-11	25	88%	80%	24%	24	—	—	—	1	—	—	—
	2009-10	22	86%	82%	27%	22	86%	82%	27%	0			

**NOTE**

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

# 2 Student Performance

District HANNIBAL CENTRAL SCHOOL DISTRICT

District ID 46-07-01-04-0000

## Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	12	25%	1	—	11	—
	2010-11	14	36%	1	—	13	—
	2009-10	21	38%	0	—	21	38%
Science	2011-12	9	33%	0	—	9	33%
	2010-11	5	40%	0	—	5	40%
	2009-10	3	—	0	—	3	—
Reading	2011-12	10	10%	0	—	10	10%
	2010-11	13	31%	0	—	13	31%
	2009-10	16	38%	0	—	16	38%
Writing	2011-12	10	50%	1	—	9	—
	2010-11	10	50%	0	—	10	50%
	2009-10	14	50%	0	—	14	50%
Global Studies	2011-12	13	23%	1	—	12	—
	2010-11	13	8%	1	—	12	—
	2009-10	14	21%	1	—	13	—
U.S. History and Government	2011-12	3	—	0	—	3	—
	2010-11	9	33%	2	—	7	—
	2009-10	11	55%	1	—	10	—

**NOTE**

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

# 2 Student Performance

District **HANNIBAL CENTRAL SCHOOL DISTRICT**

District ID **46-07-01-04-0000**

## New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities						
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:					
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	4	-	-	-	-	4	-	-	-	-	0	-	-	-	-
	2010-11	2	-	-	-	-	1	-	-	-	-	1	-	-	-	-
	2009-10	0					0					0				
Reading and Writing (Grades K-1)	2011-12	4	-	-	-	-	4	-	-	-	-	0	-	-	-	-
	2010-11	2	-	-	-	-	1	-	-	-	-	1	-	-	-	-
	2009-10	0					0					0				
Listening and Speaking (Grades 2-4)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 2-4)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 5-6)	2011-12	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
	2010-11	2	-	-	-	-	1	-	-	-	-	1	-	-	-	-
	2009-10	0					0					0				
Reading and Writing (Grades 5-6)	2011-12	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
	2010-11	2	-	-	-	-	1	-	-	-	-	1	-	-	-	-
	2009-10	0					0					0				
Listening and Speaking (Grades 7-8)	2011-12	2	-	-	-	-	0					2	-	-	-	-
	2010-11	2	-	-	-	-	2	-	-	-	-	0	-	-	-	-
	2009-10	0					0					0				
Reading and Writing (Grades 7-8)	2011-12	2	-	-	-	-	0					2	-	-	-	-
	2010-11	2	-	-	-	-	2	-	-	-	-	0	-	-	-	-
	2009-10	0					0					0				
Listening and Speaking (Grades 9-12)	2011-12	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 9-12)	2011-12	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
	2010-11	0					0					0				
	2009-10	0					0					0				

NOTE  
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

# 3 Student Outcomes

District HANNIBAL CENTRAL SCHOOL DISTRICT

District ID 46-07-01-04-0000

## High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
<b>Total Graduates</b>	2011-12	104		98		6	
	2010-11	96		85		11	
	2009-10	106		93		13	
<b>Receiving a Regents Diploma</b>	2011-12	100	96%	97	99%	3	50%
	2010-11	90	94%	81	95%	9	82%
	2009-10	89	84%	82	88%	7	54%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011-12	20	19%	20	20%	0	0%
	2010-11	22	23%	22	26%	0	0%
	2009-10	30	28%	30	32%	0	0%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011-12	6	N/A	0		6	N/A
	2010-11	9	N/A	0		9	N/A
	2009-10	7	N/A	0		7	N/A

### NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

## High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>Dropped Out</b>	2011-12	28	6%	19	5%	9	12%
	2010-11	21	3%	10	2%	11	9%
	2009-10	24	4%	18	3%	6	5%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011-12	2	0%	1	0%	1	1%
	2010-11	2	0%	1	0%	1	1%
	2009-10	11	2%	8	2%	3	2%
<b>Total Non-completers</b>	2011-12	30	6%	20	5%	10	13%
	2010-11	23	4%	11	2%	12	10%
	2009-10	35	5%	26	5%	9	7%

## Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>To 4-year College</b>	15	14%	15	15%	0	0%
<b>To 2-year College</b>	66	60%	62	63%	4	33%
<b>To Other Post-secondary</b>	5	5%	4	4%	1	8%
<b>To the Military</b>	4	4%	4	4%	0	0%
<b>To Employment</b>	12	11%	8	8%	4	33%
<b>To Adult Services</b>	1	1%	0	0%	1	8%
<b>To Other Known Plans</b>	0	0%	0	0%	0	0%
<b>Plan Unknown</b>	7	6%	5	5%	2	17%