

The New York State School District Report Card for Hamburg Central School District

An Overview of Academic Performance



March 2002



The University of the State of New York
The State Education Department

March 25, 2002

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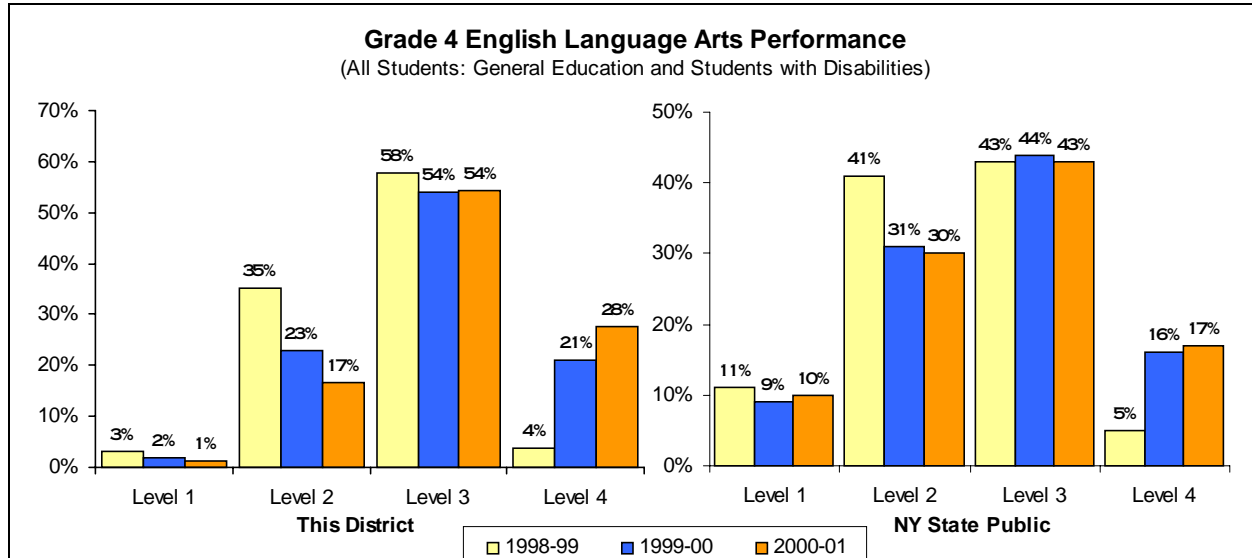
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Elementary Level

English Language Arts



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4	Total	
Jan 1999	General Education		0	0	4	84	165	10	263	653
	Students with Disabilities	4	0	0	6	23	11	1	41	629
	All Students	4	0	0	10	107	176	11	304	650
Jan 2000	General Education		0	0	1	49	155	68	273	674
	Students with Disabilities	0	0	0	5	25	19	0	49	635
	All Students	0	0	0	6	74	174	68	322	668
Jan 2001	General Education		0	1	2	30	142	80	254	680
	Students with Disabilities	2	1	0	2	19	17	1	39	640
	All Students	2	1	1	4	49	159	81	293	675

Grade 4 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 692 to 800 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 645 to 691 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 603 to 644 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 455 to 602 are in this level.

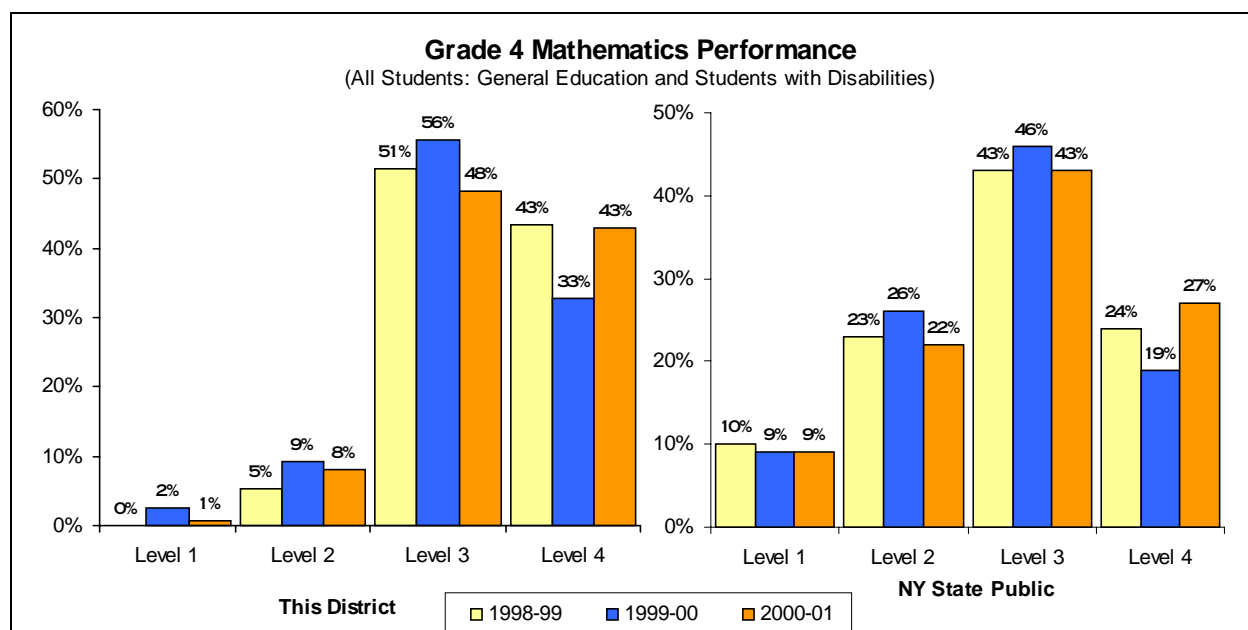
Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
January 2001	1	#

- For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.
 - These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Mathematics



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	0	0	4	139	124	267	680
	Students with Disabilities	3	0	0	0	12	19	9	40	654
	All Students	3	0	0	0	16	158	133	307	676
May 2000	General Education		0	0	2	24	151	98	275	672
	Students with Disabilities	0	0	1	6	6	29	8	49	647
	All Students	0	0	1	8	30	180	106	324	668
May 2001	General Education		0	1	0	13	120	121	254	678
	Students with Disabilities	1	0	1	2	11	22	5	40	649
	All Students	1	0	2	2	24	142	126	294	674

Grade 4 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 678 to 810 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 637 to 677 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 602 to 636 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 448 to 601 are in this level.

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

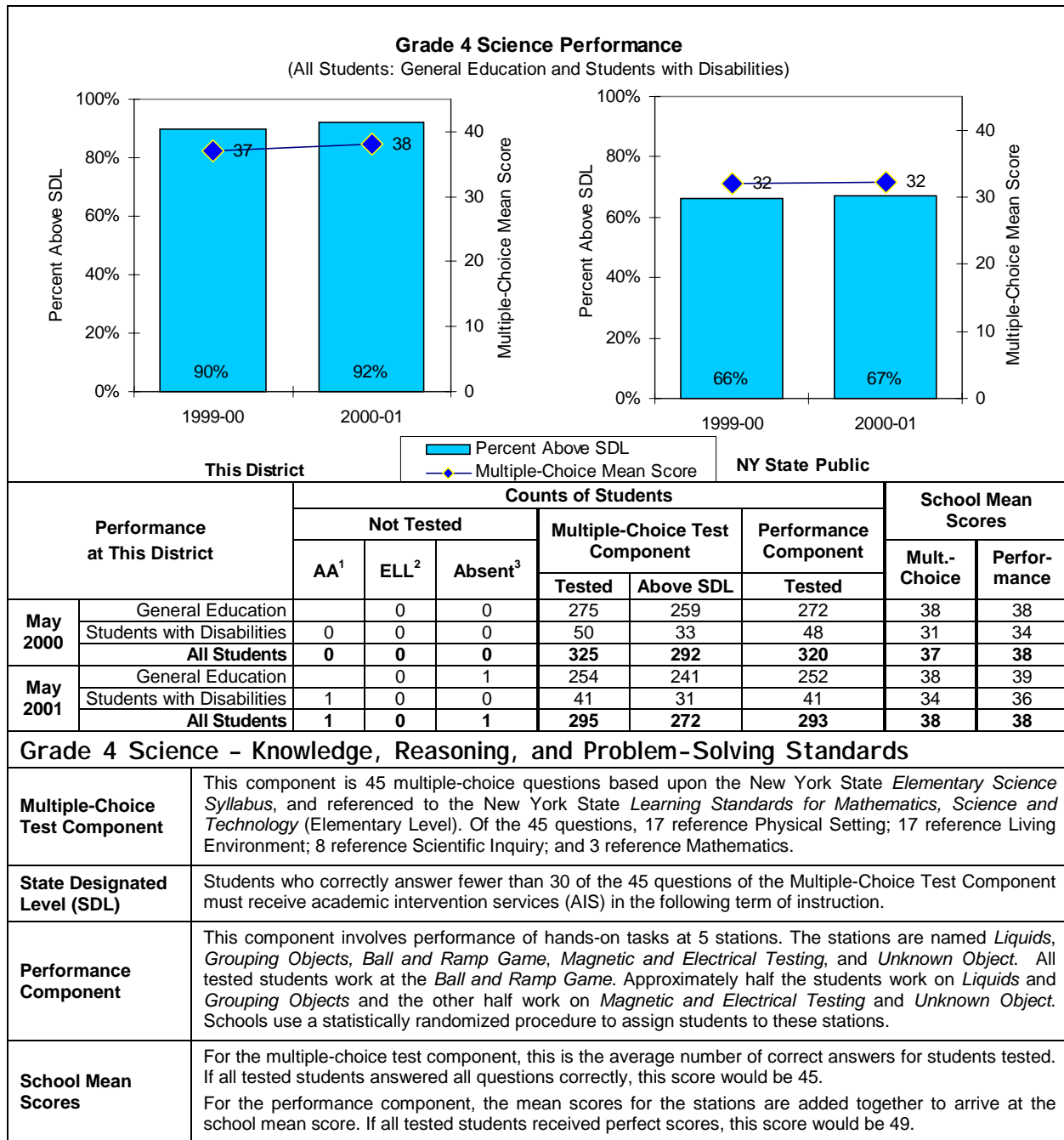
2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of this mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level

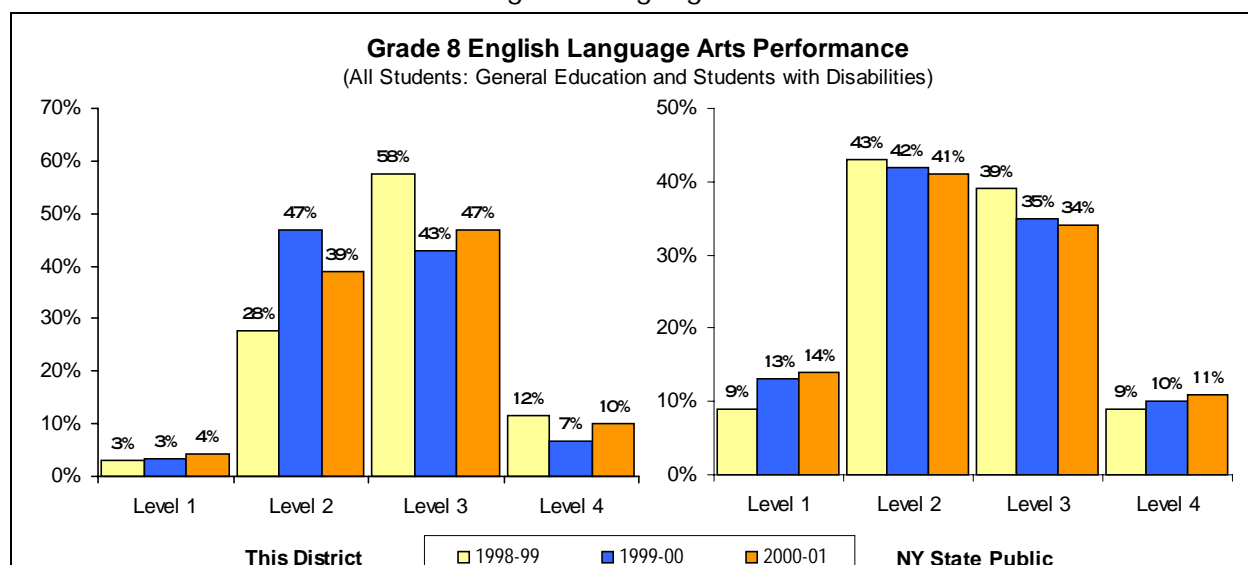
Science



- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
- 2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.
- 3 These students were enrolled at the time of testing but did not complete any part of this science assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Middle Level

English Language Arts



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA ¹	ELL ²	Absent	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	4	4	67	187	39	297	714
	Students with Disabilities	0	0	1	6	25	5	0	36	682
	All Students	0	0	5	10	92	192	39	333	711
May 2000	General Education		0	1	3	120	134	22	279	706
	Students with Disabilities	0	0	2	8	31	4	0	43	675
	All Students	0	0	3	11	151	138	22	322	702
May 2001	General Education		0	2	5	101	155	33	294	711
	Students with Disabilities	1	0	2	9	28	0	0	37	674
	All Students	1	0	4	14	129	155	33	331	707

Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 739 to 830 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 701 to 738 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 662 to 700 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 527 to 661 are in this level.

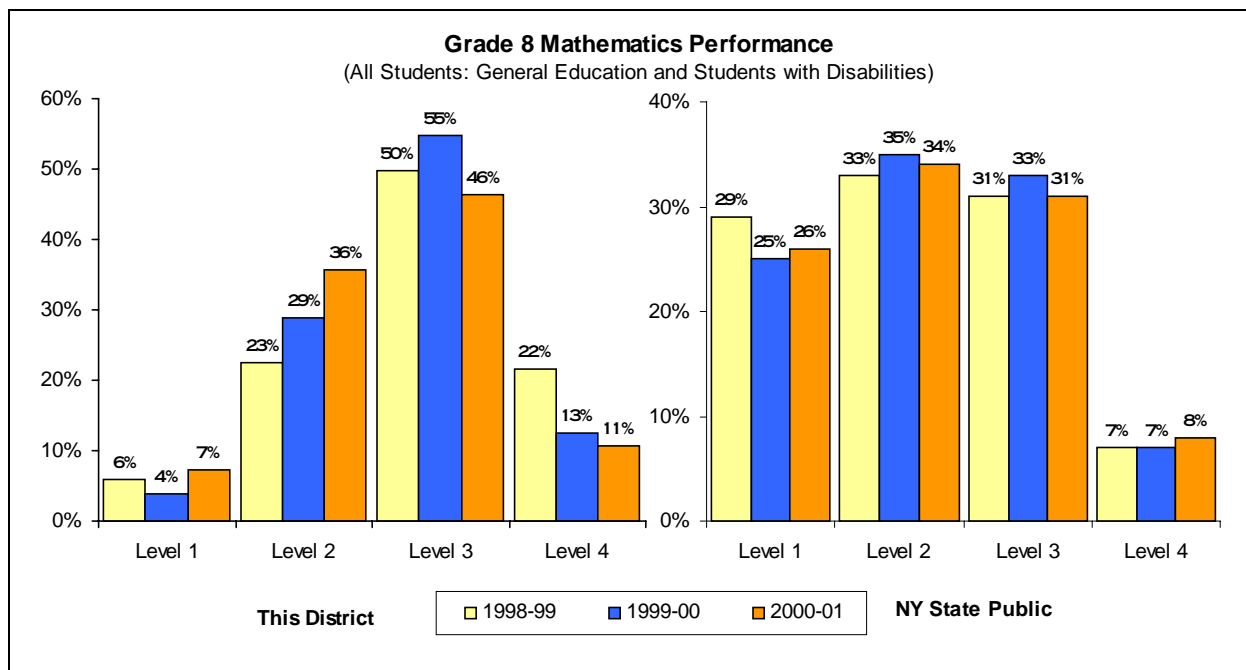
Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2001	0	0

- For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.
 - These students were enrolled at the time of testing but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Middle Level Mathematics



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	1	9	60	159	72	300	738
	Students with Disabilities	0	0	0	11	16	9	1	37	690
	All Students	0	0	1	20	76	168	73	337	733
May 2000	General Education		0	4	7	69	160	40	276	730
	Students with Disabilities	0	0	3	5	23	14	0	42	696
	All Students	0	0	7	12	92	174	40	318	726
May 2001	General Education		0	0	13	100	147	36	296	726
	Students with Disabilities	1	0	1	11	19	8	0	38	691
	All Students	1	0	1	24	119	155	36	334	722
Grade 8 Mathematics Levels – Knowledge, Reasoning, and Problem-Solving Standards										
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 760 to 882 are in this level.									
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 716 to 759 are in this level.									
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 681 to 715 are in this level.									
Level 1	These students have serious academic deficiencies . All students scoring from 517 to 680 are in this level.									

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/reprcd2002/similar.html>

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

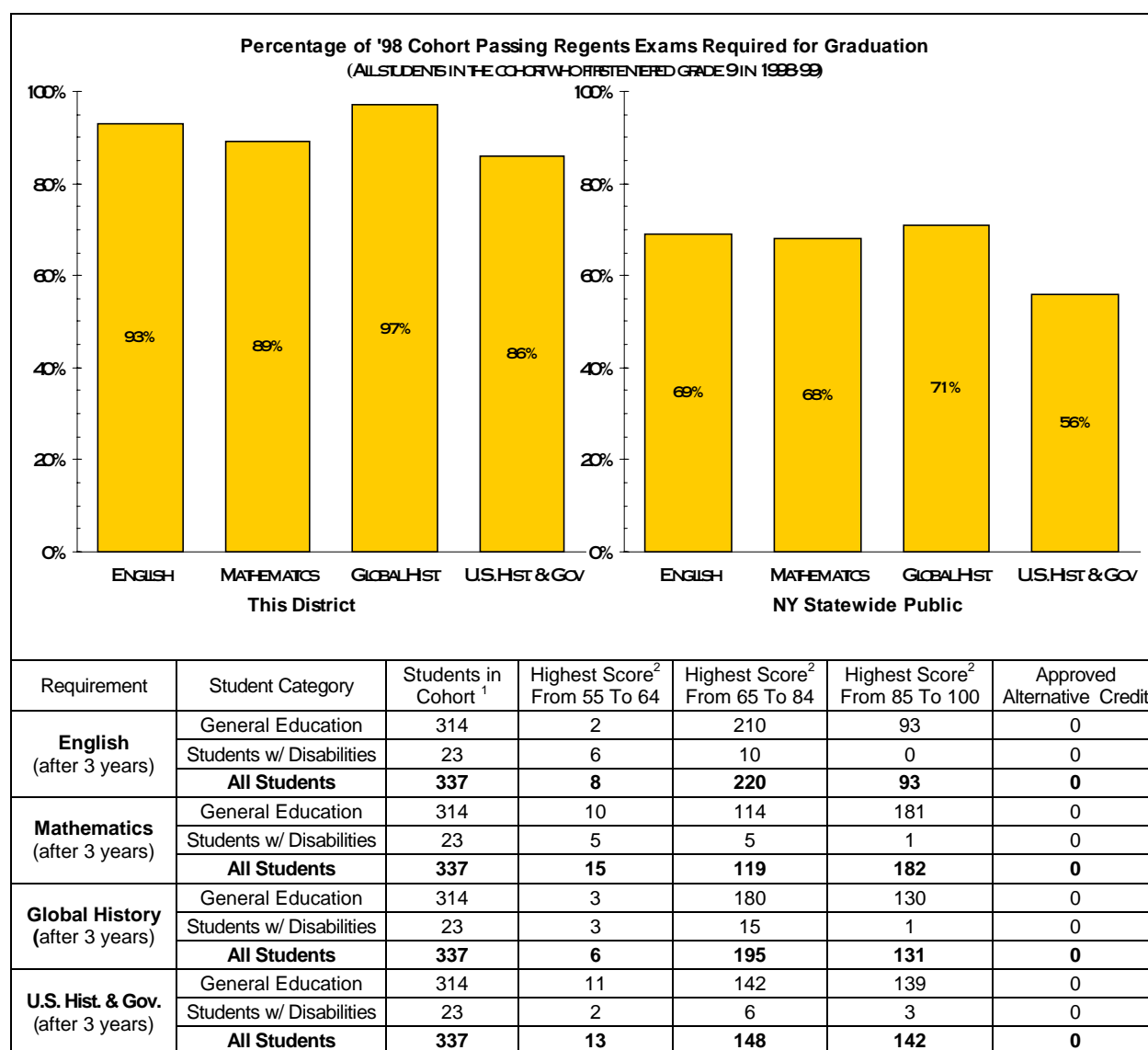
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of the mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

High School Achievement - After Three Years of Instruction

This section presents the success of students on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results for these students after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



¹ Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

² Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "All Students" category.

School District Profile

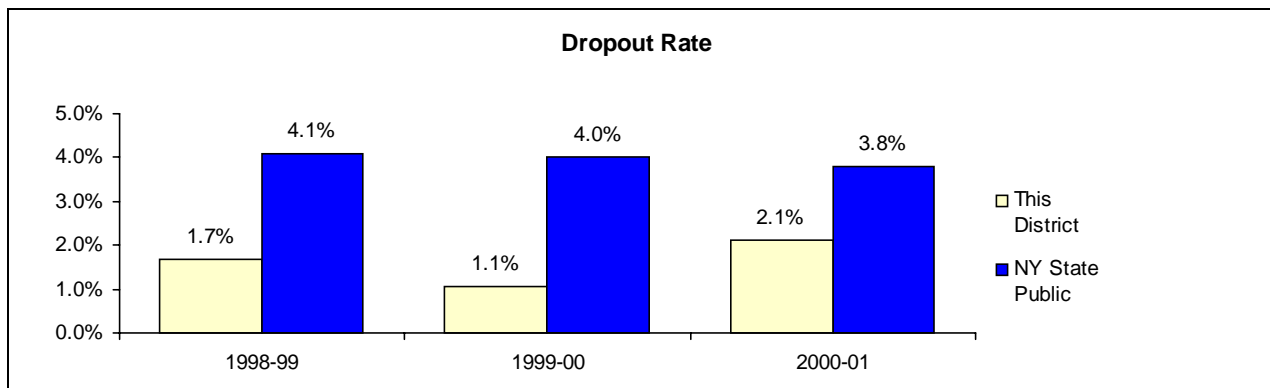
Superintendent: Mr. Peter Roswell			Phone: (716)646-3220	
Organization 2000-01		School District Staff ¹ (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-12	4,084	334	65	102

1999-00 School District Total Expenditure per Pupil	\$9,499
1999-00 NY State Public Schools Total Expenditure per Pupil	\$11,040

Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	146	Grade 7	285
Kindergarten	286	Grade 8	312
Grade 1	279	Grade 9	284
Grade 2	259	Grade 10	311
Grade 3	297	Grade 11	344
Grade 4	276	Grade 12	317
Grade 5	284	Ungraded Elementary with Disabilities	153
Grade 6	273	Ungraded Secondary with Disabilities	124

Student Demographics	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	4	0.1%	8	0.2%	12	0.3%
Eligible For Free Lunch	304	7.2%	298	7.2%	252	6.2%

Need to Resource Capacity (N/RC) Group	The State Education Department assigns each school district to a comparison group based on student demographics and the resource capacity of the district. This district is in N/RC Group 5. This district has average needs relative to local resource capacity.
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A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.

¹ Some district-employed staff serve in more than one school. These shared people are included in counts reported here.