

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-16-01-06-0007
 Name: Hamburg High School
 Principal: Jacqueline Pepper

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	297	267	276
Tenth	274	294	272
Eleventh	317	284	294
Twelfth	346	319	289
Ungraded Secondary	77	86	102
Total K-12 Enrollment	1311	1250	1233

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	16	1.2%	9	0.7%	5	0.4%
Black (Not Hispanic)	9	0.7%	8	0.6%	11	0.9%
Hispanic	8	0.6%	5	0.4%	4	0.3%
White (Not Hispanic)	1278	97.5%	1228	98.2%	1213	98.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	18	18
Mathematics Grade 10	19	19	20
Science Grade 10	24	23	22
Social Studies Grade 10	22	21	20

(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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.2%	2	0.2%	2	0.2%
Eligible for Free Lunch	60	4.6%	68	5.4%	60	4.9%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.1%		93.7%		94.3%
Student Suspensions	6	0.5%	4	0.3%	1	0.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	0.3%	4.2%	3.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	99%	100%

Staff Counts

Staff	2003-04
Total Teachers	103
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	301	248	82%	260	232	89%	244	197	81%
Students with Disabilities	12	4	33%	16	2	12%	20	4	20%
All Students	313	252	81%	276	234	85%	264	201	76%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	143	81	2	6	27	5
Percent	54%	31%	1%	2%	10%	2%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
20	4	2	22

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	24		32		13	1.2%
	Entered GED Program*	1		2		0	0.0%
	Total Noncompleters	25		34		13	1.2%
Students with Disabilities	Dropped Out	7		3		7	4.7%
	Entered GED Program*	0		0		1	0.7%
	Total Noncompleters	7		3		8	5.3%
All Students	Dropped Out	31	2.4%	35	2.8%	20	1.6%
	Entered GED Program*	1	0.1%	2	0.2%	1	0.1%
	Total Noncompleters	32	2.4%	37	3.0%	21	1.7%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	123	149	0
	Number of Students with Disabilities	2	1	0
	Number of All Students	125	150	0
	Percent of Enrollment	10%	12%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	20	90%	0	0%	11	91%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	68	81%	49	78%	30	87%
Spanish	33	67%	32	91%	32	75%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	5	60%	0	0%
Spanish	0	0%	3	#	5	40%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	85%	3	#	0	0%
Science	10	90%	1	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	12	50%	0	0%	0	0%
U.S. Hist & Gov't	14	79%	3	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	7	100%	6	50%
Science	3	#	37	84%	5	40%
Reading	3	#	5	100%	2	#
Writing	2	#	7	71%	3	#
Global Studies	2	#	14	50%	18	39%
U.S. Hist & Gov't	3	#	5	60%	6	17%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	311	283	320	2	23	30
Number Scoring 55-100	301	274	312	#	19	29
Number Scoring 65-100	288	263	296	#	14	20
Number Scoring 85-100	148	121	165	#	1	2
Percentage of Tested Scoring 55-100	97%	97%	97%	#	83%	97%
Percentage of Tested Scoring 65-100	93%	93%	93%	#	61%	67%
Percentage of Tested Scoring 85-100	48%	43%	52%	#	4%	7%
Mathematics A						
Number Tested	348	396	419	5	52	60
Number Scoring 55-100	274	320	410	1	30	54
Number Scoring 65-100	229	249	392	1	13	41
Number Scoring 85-100	90	61	96	0	0	1
Percentage of Tested Scoring 55-100	79%	81%	98%	20%	58%	90%
Percentage of Tested Scoring 65-100	66%	63%	94%	20%	25%	68%
Percentage of Tested Scoring 85-100	26%	15%	23%	0%	0%	2%
Mathematics B						
Number Tested	0	1	3	0	0	0
Number Scoring 55-100	0	#	#	0	0	0
Number Scoring 65-100	0	#	#	0	0	0
Number Scoring 85-100	0	#	#	0	0	0
Percentage of Tested Scoring 55-100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	#	0%	0%	0%
Global History and Geography						
Number Tested	295	350	326	3	38	52
Number Scoring 55-100	279	337	289	#	33	33
Number Scoring 65-100	247	310	262	#	26	23
Number Scoring 85-100	67	102	81	#	2	1
Percentage of Tested Scoring 55-100	95%	96%	89%	#	87%	63%
Percentage of Tested Scoring 65-100	84%	89%	80%	#	68%	44%
Percentage of Tested Scoring 85-100	23%	29%	25%	#	5%	2%
U.S. History and Government						
Number Tested	335	296	325	4	29	24
Number Scoring 55-100	320	288	312	#	24	20
Number Scoring 65-100	292	271	283	#	19	15
Number Scoring 85-100	94	134	156	#	3	4
Percentage of Tested Scoring 55-100	96%	97%	96%	#	83%	83%
Percentage of Tested Scoring 65-100	87%	92%	87%	#	66%	62%
Percentage of Tested Scoring 85-100	28%	45%	48%	#	10%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	253	278	268	3	36	45
Number Scoring 55-100	248	274	265	#	34	43
Number Scoring 65-100	244	264	255	#	31	36
Number Scoring 85-100	66	68	49	#	0	1
Percentage of Tested Scoring 55-100	98%	99%	99%	#	94%	96%
Percentage of Tested Scoring 65-100	96%	95%	95%	#	86%	80%
Percentage of Tested Scoring 85-100	26%	24%	18%	#	0%	2%
Physical Setting/Earth Science						
Number Tested	330	310	327	1	48	49
Number Scoring 55-100	324	284	298	#	34	35
Number Scoring 65-100	295	257	265	#	24	26
Number Scoring 85-100	108	83	82	#	2	1
Percentage of Tested Scoring 55-100	98%	92%	91%	#	71%	71%
Percentage of Tested Scoring 65-100	89%	83%	81%	#	50%	53%
Percentage of Tested Scoring 85-100	33%	27%	25%	#	4%	2%
Physical Setting/Chemistry						
Number Tested	156	156	163	1	0	4
Number Scoring 55-100	153	153	158	#	0	#
Number Scoring 65-100	130	143	144	#	0	#
Number Scoring 85-100	19	34	34	#	0	#
Percentage of Tested Scoring 55-100	98%	98%	97%	#	0%	#
Percentage of Tested Scoring 65-100	83%	92%	88%	#	0%	#
Percentage of Tested Scoring 85-100	12%	22%	21%	#	0%	#
Physical Setting/Physics						
Number Tested			68			0
Number Scoring 55-100			68			0
Number Scoring 65-100			68			0
Number Scoring 85-100			40			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			59%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	82	64	48	0	2	1
Number Scoring 55-100	76	63	48	0	#	#
Number Scoring 65-100	68	60	48	0	#	#
Number Scoring 85-100	21	22	28	0	#	#
Percentage of Tested Scoring 55-100	93%	98%	100%	0%	#	#
Percentage of Tested Scoring 65-100	83%	94%	100%	0%	#	#
Percentage of Tested Scoring 85-100	26%	34%	58%	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	131	169	136	0	0	2
Number Scoring 55-100	120	168	133	0	0	#
Number Scoring 65-100	117	165	133	0	0	#
Number Scoring 85-100	69	92	77	0	0	#
Percentage of Tested Scoring 55-100	92%	99%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	89%	98%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	53%	54%	57%	0%	0%	#
Comprehensive Latin						
Number Tested	28	21	24	0	2	0
Number Scoring 55-100	23	21	23	0	#	0
Number Scoring 65-100	16	19	22	0	#	0
Number Scoring 85-100	4	7	4	0	#	0
Percentage of Tested Scoring 55-100	82%	100%	96%	0%	#	0%
Percentage of Tested Scoring 65-100	57%	90%	92%	0%	#	0%
Percentage of Tested Scoring 85-100	14%	33%	17%	0%	#	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	231	191	7	0	3	0
Number Scoring 55-100	206	170	5	0	#	0
Number Scoring 65-100	190	153	5	0	#	0
Number Scoring 85-100	91	65	2	0	#	0
Percentage of Tested Scoring 55-100	89%	89%	71%	0%	#	0%
Percentage of Tested Scoring 65-100	82%	80%	71%	0%	#	0%
Percentage of Tested Scoring 85-100	39%	34%	29%	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	87	95%	157	94%	142	100%
Students with Disabilities	5	60%	27	70%	35	80%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	258	258	258	23	23	23	281	281	281
Number Scoring 55–64	6	8	1	9	3	1	15	11	2
Number Scoring 65–84	178	115	144	10	12	20	188	127	164
Number Scoring 85–100	71	129	109	1	2	1	72	131	110
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)