

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 04-14-01-04-0001  
 Name: Hinsdale Central School  
 Principal: Laurie Edmonston

Grade Range : K-12

### Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	34	33	40
First	37	37	32
Second	30	35	31
Third	36	29	34
Fourth	36	35	26
Fifth	38	35	38
Sixth	34	39	34
Ungraded Elementary	0	0	0
Seventh	51	37	43
Eighth	33	54	39
Ninth	37	34	51
Tenth	42	36	32
Eleventh	44	43	30
Twelfth	42	41	38
Ungraded Secondary	0	0	0
Total K-12 Enrollment	494	488	468

### 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	7	1.4%	7	1.4%	5	1.1%
Black (Not Hispanic)	6	1.2%	2	0.4%	4	0.9%
Hispanic	3	0.6%	3	0.6%	2	0.4%
White (Not Hispanic)	478	96.8%	476	97.5%	457	97.6%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	17	19
Common Branch	22	17	17
English Grade 8	17	17	20
Mathematics Grade 8	15	19	17
Science Grade 8	0	0	0
Social Studies Grade 8	17	18	37
English Grade 10	34	38	34
Mathematics Grade 10	15	13	16
Science Grade 10	0	10	0
Social Studies Grade 10	0	0	0

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	150	30.4%	142	29.1%	146	31.2%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		96.0%		96.0%		98.0%
<b>Student Suspensions</b>	8	1.6%	32	6.5%	27	5.5%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	10.1%	10.3%	16.0%
<b>Public Assistance</b>	41-50%	31-40%	41-50%
<b>Student Stability</b>	90%	95%	100%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	46
Total Other Professional Staff	7
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*	32	33	28
	Regents Diplomas	16	10	27
	% Regents Diplomas	50%	30%	96%
	Regents Diplomas with Advanced Designation**			6
	% Regents Diplomas with Advanced Designation			21%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	2	1	1
	Regents Diplomas	0	1	1
	% Regents Diplomas	0%	100%	100%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	4	6
All Students	Total Graduates*	34	34	29
	Regents Diplomas	16	11	28
	% Regents Diplomas	47%	32%	97%
	Regents Diplomas with Advanced Designation**			6
	% Regents Diplomas with Advanced Designation			21%
	IEP Diplomas or Local Certificates	0	4	6

\* 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	9	14	0	3	2	0	0	0
	Percent	32%	50%	0%	11%	7%	0%	0%	0%
Students with Disabilities	Number	0	0	0	1	0	0	0	0
	Percent	0%	0%	0%	100%	0%	0%	0%	0%
All Students	Number	9	14	0	4	2	0	0	0
	Percent	31%	48%	0%	14%	7%	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	3		1	0.7%	1	0.7%
	Entered GED Program*	0		0	0.0%	3	2.2%
	Total Noncompleters	3		1	0.7%	4	3.0%
Students with Disabilities	Dropped Out	1		1	3.7%	0	0.0%
	Entered GED Program*	1		0	0.0%	2	7.7%
	Total Noncompleters	2		1	3.7%	2	7.7%
All Students	Dropped Out	4	2.4%	2	1.2%	1	0.6%
	Entered GED Program*	1	0.6%	0	0.0%	5	3.1%
	Total Noncompleters	5	3.0%	2	1.2%	6	3.8%

\*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
<b>K-1</b>	0%	0%	90%
<b>2-3</b>	0%	0%	94%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	Number of General-Education Students	0	58	52
	Number of Students with Disabilities	0	12	12
	Number of All Students	0	70	64
	Percent of Enrollment	0%	100%	100%
<b>6-8</b>	Number of General-Education Students	0	108	93
	Number of Students with Disabilities	4	22	23
	Number of All Students	4	130	116
	Percent of Enrollment	3%	100%	100%
<b>9-12</b>	Number of General-Education Students	95	130	120
	Number of Students with Disabilities	25	24	31
	Number of All Students	120	154	151
	Percent of Enrollment	73%	100%	100%

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	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
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

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

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	35	31	29	2	2	1
Number Scoring 55-100	33	30	29	#	#	#
Number Scoring 65-100	31	30	28	#	#	#
Number Scoring 85-100	16	21	14	#	#	#
Percentage of Tested Scoring 55-100	94%	97%	100%	#	#	#
Percentage of Tested Scoring 65-100	89%	97%	97%	#	#	#
Percentage of Tested Scoring 85-100	46%	68%	48%	#	#	#
<b>Mathematics A</b>						
Number Tested	0	31	35	0	1	1
Number Scoring 55-100	0	30	35	0	#	#
Number Scoring 65-100	0	28	32	0	#	#
Number Scoring 85-100	0	4	4	0	#	#
Percentage of Tested Scoring 55-100	0%	97%	100%	0%	#	#
Percentage of Tested Scoring 65-100	0%	90%	91%	0%	#	#
Percentage of Tested Scoring 85-100	0%	13%	11%	0%	#	#
<b>Mathematics B</b>						
Number Tested	0	23	16	0	0	0
Number Scoring 55-100	0	9	5	0	0	0
Number Scoring 65-100	0	5	3	0	0	0
Number Scoring 85-100	0	1	0	0	0	0
Percentage of Tested Scoring 55-100	0%	39%	31%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	22%	19%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	4%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	32	31	30	2	3	5
Number Scoring 55-100	30	25	26	#	#	3
Number Scoring 65-100	30	25	23	#	#	2
Number Scoring 85-100	10	8	10	#	#	0
Percentage of Tested Scoring 55-100	94%	81%	87%	#	#	60%
Percentage of Tested Scoring 65-100	94%	81%	77%	#	#	40%
Percentage of Tested Scoring 85-100	31%	26%	33%	#	#	0%
<b>U.S. History and Government</b>						
Number Tested	36	34	27	1	2	0
Number Scoring 55-100	33	33	24	#	#	0
Number Scoring 65-100	28	27	21	#	#	0
Number Scoring 85-100	13	9	9	#	#	0
Percentage of Tested Scoring 55-100	92%	97%	89%	#	#	0%
Percentage of Tested Scoring 65-100	78%	79%	78%	#	#	0%
Percentage of Tested Scoring 85-100	36%	26%	33%	#	#	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	32	22	32	1	1	2
Number Scoring 55-100	32	19	30	#	#	#
Number Scoring 65-100	30	17	29	#	#	#
Number Scoring 85-100	5	3	8	#	#	#
Percentage of Tested Scoring 55-100	100%	86%	94%	#	#	#
Percentage of Tested Scoring 65-100	94%	77%	91%	#	#	#
Percentage of Tested Scoring 85-100	16%	14%	25%	#	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	24	50	47	3	7	9
Number Scoring 55-100	15	45	41	#	6	6
Number Scoring 65-100	11	36	34	#	2	4
Number Scoring 85-100	0	10	12	#	0	0
Percentage of Tested Scoring 55-100	62%	90%	87%	#	86%	67%
Percentage of Tested Scoring 65-100	46%	72%	72%	#	29%	44%
Percentage of Tested Scoring 85-100	0%	20%	26%	#	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	0	24	10	0	0	0
Number Scoring 55-100	0	22	8	0	0	0
Number Scoring 65-100	0	13	4	0	0	0
Number Scoring 85-100	0	3	1	0	0	0
Percentage of Tested Scoring 55-100	0%	92%	80%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	54%	40%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	12%	10%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		13	3		0	0
Number Scoring 55-100		11	#		0	0
Number Scoring 65-100		4	#		0	0
Number Scoring 85-100		0	#		0	0
Percentage of Tested Scoring 55-100		85%	#		0%	0%
Percentage of Tested Scoring 65-100		31%	#		0%	0%
Percentage of Tested Scoring 85-100		0%	#		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	0	8	8	0	0	0
Number Scoring 55-100	0	8	8	0	0	0
Number Scoring 65-100	0	8	8	0	0	0
Number Scoring 85-100	0	7	6	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	88%	75%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	7	5	7	0	0	0
Number Scoring 55-100	7	5	6	0	0	0
Number Scoring 65-100	5	5	6	0	0	0
Number Scoring 85-100	1	0	2	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	86%	0%	0%	0%
Percentage of Tested Scoring 65-100	71%	100%	86%	0%	0%	0%
Percentage of Tested Scoring 85-100	14%	0%	29%	0%	0%	0%
<b>Comprehensive Latin</b>						
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

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>Nov 2004</b>	General-Education Students	30	0%	10%	67%	23%
	Students with Disabilities	7	14%	14%	57%	14%
	All Students	37	3%	11%	65%	22%

## Middle-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>June 2005</b>	General-Education Students	27	0%	44%	52%	4%
	Students with Disabilities	7	57%	43%	0%	0%
	All Students	34	12%	44%	41%	3%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	29	29	29	9	9	9	38	38	38
Number Scoring 55–64	0	1	0	0	0	0	0	1	0
Number Scoring 65–84	18	19	23	2	1	1	20	20	24
Number Scoring 85–100	10	9	5	0	0	0	10	9	5
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)