

New York State District Report Card

Comprehensive Information Report

BEDS Code: 41-15-01-06-0000
 Name: New Hartford Central School District
 Superintendent: Daniel Gilligan

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	191	179	213
First	175	192	189
Second	179	171	200
Third	180	186	181
Fourth	207	173	187
Fifth	192	215	172
Sixth	199	193	221
Ungraded Elementary	9	15	0
Seventh	218	204	206
Eighth	244	225	200
Ninth	209	246	222
Tenth	235	211	244
Eleventh	231	228	204
Twelfth	239	232	228
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2708	2670	2667

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	136	5.0%	137	5.1%	140	5.2%
Black (Not Hispanic)	48	1.8%	53	2.0%	57	2.1%
Hispanic	24	0.9%	25	0.9%	27	1.0%
White (Not Hispanic)	2500	92.3%	2455	91.9%	2443	91.6%

Average Class Size

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

(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
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.1%	3	0.1%	5	0.2%
Eligible for Free Lunch	122	4.5%	94	3.5%	103	3.9%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.0%		96.0%		96.6%
Student Suspensions	54	2.0%	58	2.1%	39	1.5%

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

	2002-03	2003-04	2004-05
Reduced Lunch	2.2%	1.4%	1.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	208
Total Other Professional Staff	34
Total Paraprofessionals	56
Teaching Out of Certification*	5

*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*	197	201	198
	Regents Diplomas	168	159	189
	% Regents Diplomas	85%	79%	95%
	Regents Diplomas with Advanced Designation**			133
	% Regents Diplomas with Advanced Designation			67%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	29	25	29
	Regents Diplomas	11	12	13
	% Regents Diplomas	38%	48%	45%
	Regents Diplomas with Advanced Designation**			4
	% Regents Diplomas with Advanced Designation			14%
	IEP Diplomas or Local Certificates	2	4	1
All Students	Total Graduates*	226	226	227
	Regents Diplomas	179	171	202
	% Regents Diplomas	79%	76%	89%
	Regents Diplomas with Advanced Designation**			137
	% Regents Diplomas with Advanced Designation			60%
	IEP Diplomas or Local Certificates	2	4	1

* 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	133	54	1	0	10	0	0	0
	Percent	67%	27%	1%	0%	5%	0%	0%	0%
Students with Disabilities	Number	2	19	2	0	6	0	0	0
	Percent	7%	66%	7%	0%	21%	0%	0%	0%
All Students	Number	135	73	3	0	16	0	0	0
	Percent	59%	32%	1%	0%	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	2		4	0.5%	2	0.3%
	Entered GED Program*	5		1	0.1%	4	0.5%
	Total Noncompleters	7		5	0.6%	6	0.7%
Students with Disabilities	Dropped Out	0		0	0.0%	4	3.7%
	Entered GED Program*	0		0	0.0%	1	0.9%
	Total Noncompleters	0		0	0.0%	5	4.7%
All Students	Dropped Out	2	0.2%	4	0.4%	6	0.7%
	Entered GED Program*	5	0.5%	1	0.1%	5	0.6%
	Total Noncompleters	7	0.8%	5	0.5%	11	1.2%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	190	205	0
	Number of Students with Disabilities	28	20	0
	Number of All Students	218	225	0
	Percent of Enrollment	33%	36%	0%
9-12	Number of General-Education Students	44	0	222
	Number of Students with Disabilities	6	78	76
	Number of All Students	50	78	298
	Percent of Enrollment	5%	9%	33%

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 2004-2005 school year; completion data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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%	1	#
Science	0	0%	0	0%	4	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	95%	1	#	11	82%
Science	11	82%	1	#	16	81%
Reading	2	#	1	#	1	#
Writing	6	83%	1	#	1	#
Global Studies	7	71%	0	0%	0	0%
U.S. Hist & Gov't	6	83%	6	83%	5	80%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	232	230	201	29	31	20
Number Scoring 55-100	229	227	201	27	29	20
Number Scoring 65-100	222	214	194	23	20	15
Number Scoring 85-100	140	136	122	3	0	0
Percentage of Tested Scoring 55-100	99%	99%	100%	93%	94%	100%
Percentage of Tested Scoring 65-100	96%	93%	97%	79%	65%	75%
Percentage of Tested Scoring 85-100	60%	59%	61%	10%	0%	0%
Mathematics A						
Number Tested	271	275	210	46	29	17
Number Scoring 55-100	248	273	209	32	29	17
Number Scoring 65-100	236	269	205	27	28	16
Number Scoring 85-100	113	193	165	1	7	4
Percentage of Tested Scoring 55-100	92%	99%	100%	70%	100%	100%
Percentage of Tested Scoring 65-100	87%	98%	98%	59%	97%	94%
Percentage of Tested Scoring 85-100	42%	70%	79%	2%	24%	24%
Mathematics B						
Number Tested	41	165	155	1	4	3
Number Scoring 55-100	40	155	152	#	#	#
Number Scoring 65-100	40	144	141	#	#	#
Number Scoring 85-100	21	62	42	#	#	#
Percentage of Tested Scoring 55-100	98%	94%	98%	#	#	#
Percentage of Tested Scoring 65-100	98%	87%	91%	#	#	#
Percentage of Tested Scoring 85-100	51%	38%	27%	#	#	#
Global History and Geography						
Number Tested	237	204	238	34	21	25
Number Scoring 55-100	233	200	237	31	20	25
Number Scoring 65-100	223	200	236	26	20	25
Number Scoring 85-100	154	162	201	6	10	13
Percentage of Tested Scoring 55-100	98%	98%	100%	91%	95%	100%
Percentage of Tested Scoring 65-100	94%	98%	99%	76%	95%	100%
Percentage of Tested Scoring 85-100	65%	79%	84%	18%	48%	52%
U.S. History and Government						
Number Tested	237	218	207	29	29	19
Number Scoring 55-100	237	216	205	29	28	17
Number Scoring 65-100	234	213	205	28	26	17
Number Scoring 85-100	172	171	176	11	10	10
Percentage of Tested Scoring 55-100	100%	99%	99%	100%	97%	89%
Percentage of Tested Scoring 65-100	99%	98%	99%	97%	90%	89%
Percentage of Tested Scoring 85-100	73%	78%	85%	38%	34%	53%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	226	226	252	31	34	28
Number Scoring 55-100	224	226	251	30	34	27
Number Scoring 65-100	218	220	246	28	29	24
Number Scoring 85-100	93	124	135	4	8	5
Percentage of Tested Scoring 55-100	99%	100%	100%	97%	100%	96%
Percentage of Tested Scoring 65-100	96%	97%	98%	90%	85%	86%
Percentage of Tested Scoring 85-100	41%	55%	54%	13%	24%	18%
Physical Setting/Earth Science						
Number Tested	192	228	196	12	13	9
Number Scoring 55-100	191	228	196	12	13	9
Number Scoring 65-100	189	220	191	12	11	8
Number Scoring 85-100	124	128	109	5	1	2
Percentage of Tested Scoring 55-100	99%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	96%	97%	100%	85%	89%
Percentage of Tested Scoring 85-100	65%	56%	56%	42%	8%	22%
Physical Setting/Chemistry						
Number Tested	150	159	142	11	5	1
Number Scoring 55-100	139	159	142	11	5	#
Number Scoring 65-100	114	143	135	9	4	#
Number Scoring 85-100	39	45	28	1	0	#
Percentage of Tested Scoring 55-100	93%	100%	100%	100%	100%	#
Percentage of Tested Scoring 65-100	76%	90%	95%	82%	80%	#
Percentage of Tested Scoring 85-100	26%	28%	20%	9%	0%	#
Physical Setting/Physics						
Number Tested		3	56		1	1
Number Scoring 55-100		#	52		#	#
Number Scoring 65-100		#	51		#	#
Number Scoring 85-100		#	10		#	#
Percentage of Tested Scoring 55-100		#	93%		#	#
Percentage of Tested Scoring 65-100		#	91%		#	#
Percentage of Tested Scoring 85-100		#	18%		#	#

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	44	54	64	1	0	2
Number Scoring 55-100	44	54	64	#	0	#
Number Scoring 65-100	44	54	64	#	0	#
Number Scoring 85-100	38	48	50	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	86%	89%	78%	#	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	15	8	12	2	0	0
Number Scoring 55-100	15	8	12	#	0	0
Number Scoring 65-100	15	8	12	#	0	0
Number Scoring 85-100	11	5	8	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	73%	62%	67%	#	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	105	95	88	1	1	2
Number Scoring 55-100	105	95	88	#	#	#
Number Scoring 65-100	105	95	88	#	#	#
Number Scoring 85-100	71	66	72	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	68%	69%	82%	#	#	#
Comprehensive Latin						
Number Tested	18	15	24	0	0	1
Number Scoring 55-100	17	15	24	0	0	#
Number Scoring 65-100	17	15	22	0	0	#
Number Scoring 85-100	8	9	8	0	0	#
Percentage of Tested Scoring 55-100	94%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	94%	100%	92%	0%	0%	#
Percentage of Tested Scoring 85-100	44%	60%	33%	0%	0%	#

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	159	1%	2%	45%	53%
	Students with Disabilities	11	9%	9%	55%	27%
	All Students	170	1%	2%	45%	51%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	183	0%	2%	56%	42%
	Students with Disabilities	22	5%	45%	50%	0%
	All Students	205	0%	7%	56%	37%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	192	192	192	30	30	30	222	222	222
Number Scoring 55–64	2	0	0	5	1	1	7	1	1
Number Scoring 65–84	49	29	68	18	18	23	67	47	91
Number Scoring 85–100	139	160	124	5	9	5	144	169	129
Approved Alternatives	2	1	0	0	0	0	2	1	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		2	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		2	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	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 – K)

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

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		0	1		0	1
Beginning		0	#		0	#
Intermediate		0	#		0	#
Advanced		0	#		0	#
Proficient		0	#		0	#
Reading and Writing (Grade 7–8)						
Number Tested		0	1		0	1
Beginning		0	#		0	#
Intermediate		0	#		0	#
Advanced		0	#		0	#
Proficient		0	#		0	#
Listening and Speaking (Grade 9–12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 9–12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	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)