

# New York State School Report Card Comprehensive Information Report

BEDS Code: 64-10-01-04-0001  
 Name: Hartford Central School  
 Principal: P. Sweeney & T. Wood

Grade Range : PK-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	23	32
Kindergarten	45	42	36
First	40	41	40
Second	32	46	42
Third	48	33	42
Fourth	58	45	31
Fifth	48	64	47
Sixth	40	45	60
Ungraded Elementary	0	0	0
Seventh	46	44	49
Eighth	65	54	42
Ninth	50	59	50
Tenth	43	49	52
Eleventh	46	41	47
Twelfth	38	47	33
Ungraded Secondary	0	0	0
Total K-12 Enrollment	599	610	571

## 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	0	0.0%	1	0.2%	4	0.7%
Black (Not Hispanic)	3	0.5%	6	1.0%	4	0.7%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	596	99.5%	603	98.9%	563	98.6%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	20	18
Common Branch	20	19	20
English Grade 8	20	18	11
Mathematics Grade 8	20	24	17
Science Grade 8	0	26	38
Social Studies Grade 8	22	26	19
English Grade 10	17	21	0
Mathematics Grade 10	16	19	16
Science Grade 10	13	0	15
Social Studies Grade 10	37	22	17

(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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	93	15.5%	118	19.3%	112	19.6%

### 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		95.6%		96.1%		95.7%
Student Suspensions	38	6.1%	0	0.0%	61	10.0%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	8.0%	4.8%	7.0%
Public Assistance	31-40%	41-50%	31-40%
Student Stability	100%	96%	100%

### Staff Counts

Staff	2003-04
Total Teachers	52
Total Other Professional Staff	5
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 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	31	14	45%	30	13	43%	25	12	48%
Students with Disabilities	2	0	0%	8	0	0%	3	2	67%
All Students	33	14	42%	38	13	34%	28	14	50%

\*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	10	6	1	2	8	1
Percent	36%	21%	4%	7%	29%	4%

## 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)
3	2	7	10

\*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	0		0		4	2.9%
	Entered GED Program*	2		5		0	0.0%
	Total Noncompleters	2		5		4	2.9%
Students with Disabilities	Dropped Out	0		2		1	2.1%
	Entered GED Program*	1		1		0	0.0%
	Total Noncompleters	1		3		1	2.1%
All Students	Dropped Out	0	0.0%	2	1.0%	5	2.7%
	Entered GED Program*	3	1.7%	6	3.1%	0	0.0%
	Total Noncompleters	3	1.7%	8	4.1%	5	2.7%

\*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%	101%
2-3	0%	0%	100%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	67
	Number of Students with Disabilities	0	0	11
	Number of All Students	0	0	78
	Percent of Enrollment	0%	0%	100%
6-8	Number of General-Education Students	0	54	126
	Number of Students with Disabilities	0	0	25
	Number of All Students	0	54	151
	Percent of Enrollment	0%	38%	100%
9-12	Number of General-Education Students	0	195	135
	Number of Students with Disabilities	0	0	47
	Number of All Students	0	195	182
	Percent of Enrollment	0%	99%	100%

## 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	46	59%	18	61%	17	41%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	20	70%	19	68%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	1	#	1	#	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	9	89%	0	0%
Science	1	#	11	27%	5	60%
Reading	0	0%	9	78%	3	#
Writing	0	0%	9	56%	3	#
Global Studies	2	#	7	57%	5	60%
U.S. Hist & Gov't	6	67%	1	#	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	42	35	41	8	3	5
Number Scoring 55-100	38	35	38	4	#	2
Number Scoring 65-100	36	30	36	3	#	1
Number Scoring 85-100	14	11	2	0	#	0
Percentage of Tested Scoring 55-100	90%	100%	93%	50%	#	40%
Percentage of Tested Scoring 65-100	86%	86%	88%	38%	#	20%
Percentage of Tested Scoring 85-100	33%	31%	5%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	40	46	42	4	5	9
Number Scoring 55-100	29	37	40	#	1	8
Number Scoring 65-100	24	33	37	#	1	7
Number Scoring 85-100	5	4	7	#	0	0
Percentage of Tested Scoring 55-100	72%	80%	95%	#	20%	89%
Percentage of Tested Scoring 65-100	60%	72%	88%	#	20%	78%
Percentage of Tested Scoring 85-100	12%	9%	17%	#	0%	0%
<b>Mathematics B</b>						
Number Tested	0	16	17	0	1	0
Number Scoring 55-100	0	14	2	0	#	0
Number Scoring 65-100	0	11	2	0	#	0
Number Scoring 85-100	0	2	1	0	#	0
Percentage of Tested Scoring 55-100	0%	88%	12%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	69%	12%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	12%	6%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	32	50	50	7	6	11
Number Scoring 55-100	27	44	39	4	2	4
Number Scoring 65-100	23	42	33	3	1	3
Number Scoring 85-100	4	14	13	0	0	0
Percentage of Tested Scoring 55-100	84%	88%	78%	57%	33%	36%
Percentage of Tested Scoring 65-100	72%	84%	66%	43%	17%	27%
Percentage of Tested Scoring 85-100	12%	28%	26%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	35	37	47	7	4	11
Number Scoring 55-100	32	35	41	5	#	5
Number Scoring 65-100	28	32	37	4	#	3
Number Scoring 85-100	8	9	15	0	#	0
Percentage of Tested Scoring 55-100	91%	95%	87%	71%	#	45%
Percentage of Tested Scoring 65-100	80%	86%	79%	57%	#	27%
Percentage of Tested Scoring 85-100	23%	24%	32%	0%	#	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	33	37	38	4	3	10
Number Scoring 55-100	31	36	36	#	#	8
Number Scoring 65-100	30	36	32	#	#	4
Number Scoring 85-100	5	8	8	#	#	0
Percentage of Tested Scoring 55-100	94%	97%	95%	#	#	80%
Percentage of Tested Scoring 65-100	91%	97%	84%	#	#	40%
Percentage of Tested Scoring 85-100	15%	22%	21%	#	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	30	44	57	1	6	5
Number Scoring 55-100	30	32	45	#	3	3
Number Scoring 65-100	28	22	37	#	2	3
Number Scoring 85-100	5	1	3	#	0	1
Percentage of Tested Scoring 55-100	100%	73%	79%	#	50%	60%
Percentage of Tested Scoring 65-100	93%	50%	65%	#	33%	60%
Percentage of Tested Scoring 85-100	17%	2%	5%	#	0%	20%
<b>Physical Setting/Chemistry</b>						
Number Tested	16	10	15	0	1	0
Number Scoring 55-100	16	10	12	0	#	0
Number Scoring 65-100	11	7	10	0	#	0
Number Scoring 85-100	1	0	2	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	80%	0%	#	0%
Percentage of Tested Scoring 65-100	69%	70%	67%	0%	#	0%
Percentage of Tested Scoring 85-100	6%	0%	13%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			5			1
Number Scoring 55-100			5			#
Number Scoring 65-100			4			#
Number Scoring 85-100			1			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			80%			#
Percentage of Tested Scoring 85-100			20%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	18	27	21	1	0	0
Number Scoring 55-100	17	26	19	#	0	0
Number Scoring 65-100	15	22	17	#	0	0
Number Scoring 85-100	1	4	1	#	0	0
Percentage of Tested Scoring 55-100	94%	96%	90%	#	0%	0%
Percentage of Tested Scoring 65-100	83%	81%	81%	#	0%	0%
Percentage of Tested Scoring 85-100	6%	15%	5%	#	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	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 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)



## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	16	0	0	0	0	0
Number Scoring 55-100	14	0	0	0	0	0
Number Scoring 65-100	9	0	0	0	0	0
Number Scoring 85-100	4	0	0	0	0	0
Percentage of Tested Scoring 55-100	88%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	56%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	25%	0%	0%	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	5	100%	1	#	0	0%
Students with Disabilities	4	#	4	#	0	0%

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
<b>Nov 2003</b>	General-Education Students	42	2%	7%	55%	36%
	Students with Disabilities	5	40%	20%	40%	0%
	All Students	47	6%	9%	53%	32%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	29	0%	41%	52%	7%
	Students with Disabilities	9	44%	44%	11%	0%
	All Students	38	11%	42%	42%	5%

(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
<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

## 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	26	26	26	9	9	9	35	35	35
Number Scoring 55–64	1	0	1	0	0	0	1	0	1
Number Scoring 65–84	18	15	18	3	3	4	21	18	22
Number Scoring 85–100	6	9	7	0	0	0	6	9	7
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)