

# 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	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	33	34	34
First	41	32	37
Second	42	39	30
Third	42	42	36
Fourth	42	37	36
Fifth	48	38	38
Sixth	35	46	34
Ungraded Elementary	0	0	0
Seventh	41	33	51
Eighth	52	40	33
Ninth	44	46	37
Tenth	50	45	42
Eleventh	33	45	44
Twelfth	29	31	42
Ungraded Secondary	0	0	0
Total K-12 Enrollment	532	508	494

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	8	1.5%	6	1.2%	7	1.4%
Black (Not Hispanic)	10	1.9%	11	2.2%	6	1.2%
Hispanic	2	0.4%	2	0.4%	3	0.6%
White (Not Hispanic)	512	96.2%	489	96.3%	478	96.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	17	16
Common Branch	19	18	22
English Grade 8	16	20	17
Mathematics Grade 8	21	16	15
Science Grade 8	0	10	0
Social Studies Grade 8	19	19	17
English Grade 10	20	16	34
Mathematics Grade 10	4	12	15
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high 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. Assessment results and accountability measures for schools in this group are compared with similar 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	162	30.4%	140	27.6%	150	30.4%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		89.0%		96.1%		96.0%
Student Suspensions	22	3.8%	13	2.4%	8	1.6%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.1%	10.6%	10.1%
Public Assistance	31-40%	31-40%	41-50%
Student Stability	100%	94%	90%

### Staff Counts

Staff	2002–2003
Total Teachers	47
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	2

\*Teaching out of certification more than on an incidental basis.  
Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	27	14	52%	23	12	52%	32	16	50%
Students with Disabilities	2	0	0%	3	0	0%	2	0	0%
All Students	29	14	48%	26	12	46%	34	16	47%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	19	12	0	3	0	0
Percent	56%	35%	0%	9%	0%	0%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
2	0	0	2

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			1		3	
	Entered GED Program*			1		0	
	Total Noncompleters			2		3	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		1	
	Total Noncompleters			0		2	
All Students	Dropped Out	2	1.3%	1	0.6%	4	2.4%
	Entered GED Program*	6	3.8%	1	0.6%	1	0.6%
	Total Noncompleters	8	5.1%	2	1.2%	5	3.0%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		4	0
	Number of Students with Disabilities		2	4
	Number of All Students		6	4
	Percent of Enrollment		5%	3%
9-12	Number of General-Education Students		0	95
	Number of Students with Disabilities		37	25
	Number of All Students		37	120
	Percent of Enrollment		22%	73%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	29	93%	19	79%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	28	75%	24	62%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	0	0%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	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	5	0%	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	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	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	33	34	35	3	3	2
Number Scoring 55–100	32	33	33	#	#	#
Number Scoring 65–100	29	28	31	#	#	#
Number Scoring 85–100	17	16	16	#	#	#
Percentage of Tested Scoring 55–100	97%	97%	94%	#	#	#
Percentage of Tested Scoring 65–100	88%	82%	89%	#	#	#
Percentage of Tested Scoring 85–100	52%	47%	46%	#	#	#
<b>Mathematics A</b>						
Number Tested	0	34	0	0	3	0
Number Scoring 55–100	0	21	0	0	#	0
Number Scoring 65–100	0	18	0	0	#	0
Number Scoring 85–100	0	4	0	0	#	0
Percentage of Tested Scoring 55–100	0%	62%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	53%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	12%	0%	0%	#	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	44	38	32	2	3	2
Number Scoring 55–100	42	37	30	#	#	#
Number Scoring 65–100	38	33	30	#	#	#
Number Scoring 85–100	18	12	10	#	#	#
Percentage of Tested Scoring 55–100	95%	97%	94%	#	#	#
Percentage of Tested Scoring 65–100	86%	87%	94%	#	#	#
Percentage of Tested Scoring 85–100	41%	32%	31%	#	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	31	33	36	3	2	1
Number Scoring 55–100	30	32	33	#	#	#
Number Scoring 65–100	24	30	28	#	#	#
Number Scoring 85–100	9	7	13	#	#	#
Percentage of Tested Scoring 55–100	97%	97%	92%	#	#	#
Percentage of Tested Scoring 65–100	77%	91%	78%	#	#	#
Percentage of Tested Scoring 85–100	29%	21%	36%	#	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	54	41	32	3	5	1
Number Scoring 55–100	54	37	32	#	4	#
Number Scoring 65–100	51	37	30	#	4	#
Number Scoring 85–100	3	8	5	#	0	#
Percentage of Tested Scoring 55–100	100%	90%	100%	#	80%	#
Percentage of Tested Scoring 65–100	94%	90%	94%	#	80%	#
Percentage of Tested Scoring 85–100	6%	20%	16%	#	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	40	44	24	2	4	3
Number Scoring 55–100	35	34	15	#	#	#
Number Scoring 65–100	29	27	11	#	#	#
Number Scoring 85–100	6	6	0	#	#	#
Percentage of Tested Scoring 55–100	88%	77%	62%	#	#	#
Percentage of Tested Scoring 65–100	72%	61%	46%	#	#	#
Percentage of Tested Scoring 85–100	15%	14%	0%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		28	0		0	0
Number Scoring 55–100		27	0		0	0
Number Scoring 65–100		23	0		0	0
Number Scoring 85–100		2	0		0	0
Percentage of Tested Scoring 55–100		96%	0%		0%	0%
Percentage of Tested Scoring 65–100		82%	0%		0%	0%
Percentage of Tested Scoring 85–100		7%	0%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	13	17	0	0	0	0
Number Scoring 55–100	11	17	0	0	0	0
Number Scoring 65–100	11	17	0	0	0	0
Number Scoring 85–100	5	10	0	0	0	0
Percentage of Tested Scoring 55–100	85%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	59%	0%	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	20	3	7	0	0	0
Number Scoring 55–100	20	#	7	0	0	0
Number Scoring 65–100	18	#	5	0	0	0
Number Scoring 85–100	14	#	1	0	0	0
Percentage of Tested Scoring 55–100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	#	71%	0%	0%	0%
Percentage of Tested Scoring 85–100	70%	#	14%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	50	16	0	3	1	0
Number Scoring 55–100	27	4	0	#	#	0
Number Scoring 65–100	24	4	0	#	#	0
Number Scoring 85–100	4	0	0	#	#	0
Percentage of Tested Scoring 55–100	54%	25%	0%	#	#	0%
Percentage of Tested Scoring 65–100	48%	25%	0%	#	#	0%
Percentage of Tested Scoring 85–100	8%	0%	0%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	12	25	0	0	1	0
Number Scoring 55–100	8	21	0	0	#	0
Number Scoring 65–100	4	19	0	0	#	0
Number Scoring 85–100	3	6	0	0	#	0
Percentage of Tested Scoring 55–100	67%	84%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	33%	76%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	25%	24%	0%	0%	#	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	32	100%	45	98%	0	0%
Students with Disabilities	5	80%	5	100%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	32	6%	13%	72%	9%
	Students with Disabilities	6	33%	50%	17%	0%
	All Students	38	11%	18%	63%	8%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	29	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	32	3%	53%	41%	3%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	36	36	36	9	9	9	45	45	45
Number Scoring 55–64	0	1	1	0	1	0	0	2	1
Number Scoring 65–84	14	23	21	2	1	2	16	24	23
Number Scoring 85–100	16	7	10	0	0	0	16	7	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)