

New York State School Report Card Comprehensive Information Report

BEDS Code: 25-07-01-04-0001

Grade Range : 6-12

Name: Hamilton Junior-Senior High School

Principal: Dana Chapman

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	63	52	63
Ungraded Elementary	0	0	0
Seventh	62	69	53
Eighth	56	60	61
Ninth	81	53	62
Tenth	66	81	52
Eleventh	63	65	74
Twelfth	64	60	59
Ungraded Secondary	0	0	0
Total K-12 Enrollment	455	440	424

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	18	4.0%	18	4.1%	16	3.8%
Black (Not Hispanic)	10	2.2%	4	0.9%	6	1.4%
Hispanic	2	0.4%	0	0.0%	7	1.7%
White (Not Hispanic)	425	93.4%	418	95.0%	395	93.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	20	15
Mathematics Grade 8	18	15	15
Science Grade 8	19	17	20
Social Studies Grade 8	18	20	13
English Grade 10	17	21	18
Mathematics Grade 10	13	20	14
Science Grade 10	17	18	16
Social Studies Grade 10	17	19	13

(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
50	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 middle 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

	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	56	12.3%	57	13.0%	49	11.6%

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		95.7%		94.2%		96.5%
Student Suspensions	14	3.1%	10	2.2%	6	1.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.8%	7.5%	5.9%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	98%	100%	97%

Staff Counts

Staff	2002–2003
Total Teachers	41
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	5
Teachers with Temporary Licenses	3

*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	52	36	69%	52	32	62%	52	40	77%
Students with Disabilities	9	0	0%	5	1	20%	3	2	67%
All Students	61	36	59%	57	33	58%	55	42	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 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	39	12	0	0	2	2
Percent	71%	22%	0%	0%	4%	4%

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)
3	2	0	3

*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			3		1	
	Entered GED Program*			0		0	
	Total Noncompleters			3		1	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
All Students	Dropped Out	7	2.6%	3	1.2%	3	1.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	7	2.6%	3	1.2%	3	1.2%

*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		149	145
	Number of Students with Disabilities		32	31
	Number of All Students		181	176
	Percent of Enrollment		100%	99%
9–12	Number of General-Education Students		228	214
	Number of Students with Disabilities		31	32
	Number of All Students		259	246
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	12	100%	11	100%	11	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	28	82%	46	72%	48	96%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	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	2	#	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%	1	#
Science	1	#	2	#	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	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	4	#
Science	2	#	1	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	1	#	1	#
U.S. Hist & Gov't	4	#	4	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	60	59	77	6	4	10
Number Scoring 55–100	60	57	77	6	#	10
Number Scoring 65–100	58	56	70	4	#	7
Number Scoring 85–100	32	39	31	0	#	1
Percentage of Tested Scoring 55–100	100%	97%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	97%	95%	91%	67%	#	70%
Percentage of Tested Scoring 85–100	53%	66%	40%	0%	#	10%
Mathematics A						
Number Tested	0	2	50	0	1	4
Number Scoring 55–100	0	#	46	0	#	#
Number Scoring 65–100	0	#	43	0	#	#
Number Scoring 85–100	0	#	15	0	#	#
Percentage of Tested Scoring 55–100	0%	#	92%	0%	#	#
Percentage of Tested Scoring 65–100	0%	#	86%	0%	#	#
Percentage of Tested Scoring 85–100	0%	#	30%	0%	#	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	65	79	55	8	10	4
Number Scoring 55–100	64	77	53	7	10	#
Number Scoring 65–100	62	74	49	7	10	#
Number Scoring 85–100	27	29	21	1	1	#
Percentage of Tested Scoring 55–100	98%	97%	96%	88%	100%	#
Percentage of Tested Scoring 65–100	95%	94%	89%	88%	100%	#
Percentage of Tested Scoring 85–100	42%	37%	38%	12%	10%	#
U.S. History and Government (first administered June 2001)						
Number Tested	60	64	76	5	5	10
Number Scoring 55–100	52	61	76	1	4	10
Number Scoring 65–100	47	55	74	1	4	9
Number Scoring 85–100	26	25	42	0	1	3
Percentage of Tested Scoring 55–100	87%	95%	100%	20%	80%	100%
Percentage of Tested Scoring 65–100	78%	86%	97%	20%	80%	90%
Percentage of Tested Scoring 85–100	43%	39%	55%	0%	20%	30%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	47	67	47	2	8	3
Number Scoring 55–100	47	67	47	#	8	#
Number Scoring 65–100	47	67	47	#	8	#
Number Scoring 85–100	35	51	23	#	2	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 85–100	74%	76%	49%	#	25%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	85	55	62	12	5	9
Number Scoring 55–100	80	54	61	11	5	9
Number Scoring 65–100	75	50	57	9	5	8
Number Scoring 85–100	44	21	32	3	1	2
Percentage of Tested Scoring 55–100	94%	98%	98%	92%	100%	100%
Percentage of Tested Scoring 65–100	88%	91%	92%	75%	100%	89%
Percentage of Tested Scoring 85–100	52%	38%	52%	25%	20%	22%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		40	52		2	2
Number Scoring 55–100		38	52		#	#
Number Scoring 65–100		27	52		#	#
Number Scoring 85–100		3	13		#	#
Percentage of Tested Scoring 55–100		95%	100%		#	#
Percentage of Tested Scoring 65–100		68%	100%		#	#
Percentage of Tested Scoring 85–100		7%	25%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	7	9	5	0	0	0
Number Scoring 55–100	7	9	5	0	0	0
Number Scoring 65–100	7	9	5	0	0	0
Number Scoring 85–100	5	7	3	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	71%	78%	60%	0%	0%	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	26	32	20	0	2	0
Number Scoring 55–100	26	32	20	0	#	0
Number Scoring 65–100	26	32	19	0	#	0
Number Scoring 85–100	21	20	9	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	95%	0%	#	0%
Percentage of Tested Scoring 85–100	81%	62%	45%	0%	#	0%
Comprehensive Latin						
Number Tested	20	9	20	0	0	1
Number Scoring 55–100	20	9	20	0	0	#
Number Scoring 65–100	20	9	20	0	0	#
Number Scoring 85–100	20	9	17	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	100%	100%	85%	0%	0%	#

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	62	63	8	3	6	4
Number Scoring 55–100	57	50	7	#	3	#
Number Scoring 65–100	56	45	6	#	2	#
Number Scoring 85–100	31	12	2	#	0	#
Percentage of Tested Scoring 55–100	92%	79%	88%	#	50%	#
Percentage of Tested Scoring 65–100	90%	71%	75%	#	33%	#
Percentage of Tested Scoring 85–100	50%	19%	25%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	56	54	50	1	4	3
Number Scoring 55–100	50	48	44	#	#	#
Number Scoring 65–100	45	46	43	#	#	#
Number Scoring 85–100	22	24	8	#	#	#
Percentage of Tested Scoring 55–100	89%	89%	88%	#	#	#
Percentage of Tested Scoring 65–100	80%	85%	86%	#	#	#
Percentage of Tested Scoring 85–100	39%	44%	16%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	100%	15	100%	25	100%
Students with Disabilities	8	88%	3	#	6	100%

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
Nov 2002	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 2003	General-Education Students	56	0%	27%	52%	21%
	Students with Disabilities	7	14%	29%	57%	0%
	All Students	63	2%	27%	52%	19%

(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
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

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	55	55	55	4	4	4	59	59	59
Number Scoring 55–64	#	#	#	#	#	#	2	7	3
Number Scoring 65–84	#	#	#	#	#	#	30	24	17
Number Scoring 85–100	#	#	#	#	#	#	26	25	39
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)