

# New York State School Report Card Comprehensive Information Report

BEDS Code: 46-07-01-04-0002

Grade Range : 7-12

Name: Hannibal High School

Principal: Daniel E. Salisbury

## 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	0	0	0
Ungraded Elementary	0	0	0
Seventh	153	156	155
Eighth	138	142	140
Ninth	160	144	152
Tenth	128	142	125
Eleventh	98	99	121
Twelfth	114	122	110
Ungraded Secondary	0	0	0
Total K-12 Enrollment	791	805	803

## 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	7	0.9%	4	0.5%	5	0.6%
Black (Not Hispanic)	0	0.0%	2	0.2%	6	0.7%
Hispanic	5	0.6%	5	0.6%	4	0.5%
White (Not Hispanic)	779	98.5%	794	98.6%	788	98.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	20	23
Mathematics Grade 8	22	26	18
Science Grade 8	20	23	19
Social Studies Grade 8	21	23	19
English Grade 10	20	20	18
Mathematics Grade 10	19	21	26
Science Grade 10	18	24	21
Social Studies Grade 10	20	23	19

(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>
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</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>	142	17.9%	167	20.7%	169	21.0%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		93.5%		93.4%		93.0%
<b>Student Suspensions</b>	68	8.6%	54	6.8%	108	13.4%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	11.8%	12.1%	13.2%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	99%	99%	98%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	59
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

\*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	87	51	59%	86	43	50%	82	46	56%
Students with Disabilities	11	2	18%	8	0	0%	12	3	25%
All Students	98	53	54%	94	43	46%	94	49	52%

\*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	35	38	2	2	10	7
Percent	37%	40%	2%	2%	11%	7%

## 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)
12	3	2	14

\*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			28		15	
	Entered GED Program*			12		12	
	Total Noncompleters			40		27	
Students with Disabilities	Dropped Out			7		1	
	Entered GED Program*			0		3	
	Total Noncompleters			7		4	
All Students	Dropped Out	10	2.0%	35	6.9%	16	3.2%
	Entered GED Program*	3	0.6%	12	2.4%	15	3.0%
	Total Noncompleters	13	2.6%	47	9.3%	31	6.1%

\*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		298	0
	Number of Students with Disabilities		0	0
	Number of All Students		298	0
	Percent of Enrollment		100%	0%
9–12	Number of General-Education Students		480	133
	Number of Students with Disabilities		0	19
	Number of All Students		480	152
	Percent of Enrollment		95%	30%

## Second Language Proficiency Examinations

### General-Education Students

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	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
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%

(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%	3	#
Science	3	#	1	#	0	0%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	2	#
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	3	#	8	100%
Science	1	#	0	0%	0	0%
Reading	2	#	2	#	7	100%
Writing	1	#	1	#	5	100%
Global Studies	4	#	0	0%	3	#
U.S. Hist & Gov't	7	43%	1	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	106	118	124	13	16	9
Number Scoring 55–100	102	106	112	10	13	5
Number Scoring 65–100	85	85	97	5	5	2
Number Scoring 85–100	19	23	42	0	0	0
Percentage of Tested Scoring 55–100	96%	90%	90%	77%	81%	56%
Percentage of Tested Scoring 65–100	80%	72%	78%	38%	31%	22%
Percentage of Tested Scoring 85–100	18%	19%	34%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	59	134	111	6	5	12
Number Scoring 55–100	31	104	99	3	3	8
Number Scoring 65–100	13	88	86	3	2	7
Number Scoring 85–100	4	23	15	1	0	0
Percentage of Tested Scoring 55–100	53%	78%	89%	50%	60%	67%
Percentage of Tested Scoring 65–100	22%	66%	77%	50%	40%	58%
Percentage of Tested Scoring 85–100	7%	17%	14%	17%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	40	0	0	0
Number Scoring 55–100	0	0	37	0	0	0
Number Scoring 65–100	0	0	27	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	68%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	7%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	119	127	107	13	11	9
Number Scoring 55–100	118	125	99	13	11	8
Number Scoring 65–100	108	115	85	12	10	6
Number Scoring 85–100	32	24	28	1	1	0
Percentage of Tested Scoring 55–100	99%	98%	93%	100%	100%	89%
Percentage of Tested Scoring 65–100	91%	91%	79%	92%	91%	67%
Percentage of Tested Scoring 85–100	27%	19%	26%	8%	9%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	62	121	127	7	12	11
Number Scoring 55–100	55	111	123	5	12	8
Number Scoring 65–100	48	98	116	5	11	7
Number Scoring 85–100	20	32	35	0	2	0
Percentage of Tested Scoring 55–100	89%	92%	97%	71%	100%	73%
Percentage of Tested Scoring 65–100	77%	81%	91%	71%	92%	64%
Percentage of Tested Scoring 85–100	32%	26%	28%	0%	17%	0%

(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	23	96	135	2	2	12
Number Scoring 55–100	23	95	135	#	#	12
Number Scoring 65–100	20	91	134	#	#	11
Number Scoring 85–100	2	34	36	#	#	0
Percentage of Tested Scoring 55–100	100%	99%	100%	#	#	100%
Percentage of Tested Scoring 65–100	87%	95%	99%	#	#	92%
Percentage of Tested Scoring 85–100	9%	35%	27%	#	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	68	83	45	5	2	2
Number Scoring 55–100	67	70	45	5	#	#
Number Scoring 65–100	56	69	43	5	#	#
Number Scoring 85–100	21	38	19	0	#	#
Percentage of Tested Scoring 55–100	99%	84%	100%	100%	#	#
Percentage of Tested Scoring 65–100	82%	83%	96%	100%	#	#
Percentage of Tested Scoring 85–100	31%	46%	42%	0%	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		1	69		0	1
Number Scoring 55–100		#	63		0	#
Number Scoring 65–100		#	46		0	#
Number Scoring 85–100		#	5		0	#
Percentage of Tested Scoring 55–100		#	91%		0%	#
Percentage of Tested Scoring 65–100		#	67%		0%	#
Percentage of Tested Scoring 85–100		#	7%		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	17	11	21	0	1	0
Number Scoring 55–100	17	11	21	0	#	0
Number Scoring 65–100	17	11	20	0	#	0
Number Scoring 85–100	10	4	16	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	59%	36%	76%	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	22	30	28	1	0	0
Number Scoring 55–100	22	30	28	#	0	0
Number Scoring 65–100	22	28	28	#	0	0
Number Scoring 85–100	16	19	17	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	93%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	73%	63%	61%	#	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	57	2	0	4	0	0
Number Scoring 55–100	57	#	0	#	0	0
Number Scoring 65–100	55	#	0	#	0	0
Number Scoring 85–100	26	#	0	#	0	0
Percentage of Tested Scoring 55–100	100%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	96%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	46%	#	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	54	50	0	2	3	0
Number Scoring 55–100	54	48	0	#	#	0
Number Scoring 65–100	51	47	0	#	#	0
Number Scoring 85–100	26	29	0	#	#	0
Percentage of Tested Scoring 55–100	100%	96%	0%	#	#	0%
Percentage of Tested Scoring 65–100	94%	94%	0%	#	#	0%
Percentage of Tested Scoring 85–100	48%	58%	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	34	100%	40	100%	31	97%
Students with Disabilities	5	100%	7	100%	9	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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	115	4%	48%	41%	7%
	Students with Disabilities	21	14%	67%	19%	0%
	All Students	136	6%	51%	38%	6%

(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	92	92	92	13	13	13	105	105	105
Number Scoring 55–64	3	7	10	1	1	1	4	8	11
Number Scoring 65–84	51	49	53	9	8	9	60	57	62
Number Scoring 85–100	30	25	23	1	1	1	31	26	24
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)