

New York State District Report Card Comprehensive Information Report

BEDS Code: 12-09-06-04-0000

Name: Hancock Central School District

Superintendent: Terrance Dougherty

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	21	20	29
Kindergarten	35	32	31
First	32	28	26
Second	30	31	27
Third	38	30	31
Fourth	43	39	30
Fifth	39	42	41
Sixth	33	37	35
Ungraded Elementary	0	0	0
Seventh	35	33	39
Eighth	39	31	34
Ninth	67	69	57
Tenth	55	56	58
Eleventh	48	54	54
Twelfth	48	40	45
Ungraded Secondary	0	0	0
Total K-12 Enrollment	542	522	508

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	1.3%	2	0.4%	5	1.0%
Black (Not Hispanic)	5	0.9%	7	1.3%	4	0.8%
Hispanic	23	4.2%	19	3.6%	19	3.7%
White (Not Hispanic)	507	93.5%	494	94.6%	480	94.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	16	15
Common Branch	18	14	14
English Grade 8	15	14	17
Mathematics Grade 8	39	13	11
Science Grade 8	19	16	16
Social Studies Grade 8	18	15	0
English Grade 10	19	18	14
Mathematics Grade 10	15	18	18
Science Grade 10	19	14	13
Social Studies Grade 10	18	17	18

(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
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

	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	159	29.3%	180	34.5%	148	29.1%

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		94.5%		94.3%		95.5%
Student Suspensions	23	4.0%	26	4.8%	28	5.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.4%	10.2%	15.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	54
Total Other Professional Staff	8
Total Paraprofessionals	13
Teaching Out of Certification*	10
Teachers with Temporary Licenses	1

*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	43	13	30%	36	19	53%	32	21	66%
Students with Disabilities	1	0	0%	2	0	0%	8	1	12%
All Students	44	13	30%	38	19	50%	40	22	55%

*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	17	12	0	1	10	0
Percent	42%	30%	0%	3%	25%	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)
8	1	1	9

*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			2		2	
	Entered GED Program*			4		4	
	Total Noncompleters			6		6	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	7	3.2%	2	0.9%	3	1.4%
	Entered GED Program*	4	1.8%	4	1.8%	4	1.9%
	Total Noncompleters	11	5.0%	6	2.7%	7	3.3%

*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		0	55
	Number of Students with Disabilities		0	19
	Number of All Students		0	74
	Percent of Enrollment		0%	69%
9-12	Number of General-Education Students		164	177
	Number of Students with Disabilities		56	32
	Number of All Students		220	209
	Percent of Enrollment		100%	98%

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	32	78%	25	92%	24	92%

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	6	33%	0	0%	5	40%

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

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	5	80%	8	62%
Science	6	67%	3	#	7	57%
Reading	0	0%	3	#	7	86%
Writing	0	0%	4	#	5	60%
Global Studies	2	#	3	#	9	11%
U.S. Hist & Gov't	1	#	0	0%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	50	40	52	3	8	6
Number Scoring 55–100	47	35	47	#	4	5
Number Scoring 65–100	43	28	40	#	1	2
Number Scoring 85–100	4	11	8	#	0	0
Percentage of Tested Scoring 55–100	94%	88%	90%	#	50%	83%
Percentage of Tested Scoring 65–100	86%	70%	77%	#	12%	33%
Percentage of Tested Scoring 85–100	8%	28%	15%	#	0%	0%
Mathematics A						
Number Tested	16	10	57	3	4	6
Number Scoring 55–100	6	2	40	#	#	0
Number Scoring 65–100	3	2	34	#	#	0
Number Scoring 85–100	0	0	11	#	#	0
Percentage of Tested Scoring 55–100	38%	20%	70%	#	#	0%
Percentage of Tested Scoring 65–100	19%	20%	60%	#	#	0%
Percentage of Tested Scoring 85–100	0%	0%	19%	#	#	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	53	49	54	7	8	2
Number Scoring 55–100	50	39	51	7	2	#
Number Scoring 65–100	42	30	43	4	1	#
Number Scoring 85–100	10	6	19	0	0	#
Percentage of Tested Scoring 55–100	94%	80%	94%	100%	25%	#
Percentage of Tested Scoring 65–100	79%	61%	80%	57%	12%	#
Percentage of Tested Scoring 85–100	19%	12%	35%	0%	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	48	45	49	4	7	4
Number Scoring 55–100	40	43	47	#	7	#
Number Scoring 65–100	32	39	43	#	5	#
Number Scoring 85–100	19	11	16	#	0	#
Percentage of Tested Scoring 55–100	83%	96%	96%	#	100%	#
Percentage of Tested Scoring 65–100	67%	87%	88%	#	71%	#
Percentage of Tested Scoring 85–100	40%	24%	33%	#	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	29	42	50	4	2	4
Number Scoring 55–100	29	42	48	#	#	#
Number Scoring 65–100	29	41	46	#	#	#
Number Scoring 85–100	10	10	20	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	96%	#	#	#
Percentage of Tested Scoring 65–100	100%	98%	92%	#	#	#
Percentage of Tested Scoring 85–100	34%	24%	40%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	51	75	58	7	5	4
Number Scoring 55–100	37	66	43	4	5	#
Number Scoring 65–100	24	53	33	2	1	#
Number Scoring 85–100	5	16	8	0	1	#
Percentage of Tested Scoring 55–100	73%	88%	74%	57%	100%	#
Percentage of Tested Scoring 65–100	47%	71%	57%	29%	20%	#
Percentage of Tested Scoring 85–100	10%	21%	14%	0%	20%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		26	26		1	1
Number Scoring 55–100		24	25		#	#
Number Scoring 65–100		18	10		#	#
Number Scoring 85–100		2	1		#	#
Percentage of Tested Scoring 55–100		92%	96%		#	#
Percentage of Tested Scoring 65–100		69%	38%		#	#
Percentage of Tested Scoring 85–100		8%	4%		#	#
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	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 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	23	0	30	0	0	1
Number Scoring 55–100	23	0	29	0	0	#
Number Scoring 65–100	23	0	28	0	0	#
Number Scoring 85–100	14	0	5	0	0	#
Percentage of Tested Scoring 55–100	100%	0%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	0%	93%	0%	0%	#
Percentage of Tested Scoring 85–100	61%	0%	17%	0%	0%	#
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	26	50	15	1	2	1
Number Scoring 55–100	24	38	9	#	#	#
Number Scoring 65–100	21	28	8	#	#	#
Number Scoring 85–100	8	9	1	#	#	#
Percentage of Tested Scoring 55–100	92%	76%	60%	#	#	#
Percentage of Tested Scoring 65–100	81%	56%	53%	#	#	#
Percentage of Tested Scoring 85–100	31%	18%	7%	#	#	#
Sequential Mathematics, Course III						
Number Tested	19	25	26	0	1	0
Number Scoring 55–100	13	20	19	0	#	0
Number Scoring 65–100	12	18	17	0	#	0
Number Scoring 85–100	6	7	7	0	#	0
Percentage of Tested Scoring 55–100	68%	80%	73%	0%	#	0%
Percentage of Tested Scoring 65–100	63%	72%	65%	0%	#	0%
Percentage of Tested Scoring 85–100	32%	28%	27%	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	7	57%	11	100%	6	83%
Students with Disabilities	3	#	3	#	6	67%

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	42	14%	19%	64%	2%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	42	14%	19%	64%	2%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	25	0%	28%	64%	8%
	Students with Disabilities	9	0%	89%	11%	0%
	All Students	34	0%	44%	50%	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
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

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	35	35	35	10	10	10	45	45	45
Number Scoring 55–64	1	2	3	4	2	0	5	4	3
Number Scoring 65–84	21	20	17	5	6	5	26	26	22
Number Scoring 85–100	10	11	11	0	0	0	10	11	11
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)