

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-16-01-06-0007

Grade Range : 9-12

Name: Hamburg High School

Principal: Jacqueline Peffer

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	0	0	0
Eighth	0	0	0
Ninth	284	297	267
Tenth	311	274	294
Eleventh	344	317	284
Twelfth	317	346	319
Ungraded Secondary	58	77	86
Total K-12 Enrollment	1314	1311	1250

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	14	1.1%	16	1.2%	9	0.7%
Black (Not Hispanic)	8	0.6%	9	0.7%	8	0.6%
Hispanic	8	0.6%	8	0.6%	5	0.4%
White (Not Hispanic)	1284	97.7%	1278	97.5%	1228	98.2%

Average Class Size

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

(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
49	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 lower 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	3	0.2%	3	0.2%	2	0.2%
Eligible for Free Lunch	40	3.0%	60	4.6%	68	5.4%

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		94.3%		94.1%		93.7%
Student Suspensions	47	3.5%	6	0.5%	4	0.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.0%	0.3%	4.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	98%	99%

Staff Counts

Staff	2002–2003
Total Teachers	99
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	287	220	77%	301	248	82%	260	232	89%
Students with Disabilities	12	1	8%	12	4	33%	16	2	12%
All Students	299	221	74%	313	252	81%	276	234	85%

*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	190	46	1	4	24	11
Percent	69%	17%	0%	1%	9%	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)
16	2	1	17

*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			24		32	
	Entered GED Program*			1		2	
	Total Noncompleters			25		34	
Students with Disabilities	Dropped Out			7		3	
	Entered GED Program*			0		0	
	Total Noncompleters			7		3	
All Students	Dropped Out	14	1.1%	31	2.4%	35	2.8%
	Entered GED Program*	12	0.9%	1	0.1%	2	0.2%
	Total Noncompleters	26	2.0%	32	2.4%	37	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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		123	149
	Number of Students with Disabilities		2	1
	Number of All Students		125	150
	Percent of Enrollment		10%	12%

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%	20	90%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	68	81%	49	78%
Spanish	0	0%	33	67%	32	91%

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%	5	60%
Spanish	0	0%	0	0%	3	#

(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	1	#	20	85%	3	#
Science	5	80%	10	90%	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	2	#
Global Studies	9	78%	12	50%	0	0%
U.S. Hist & Gov't	4	#	14	79%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	89%	5	80%	7	100%
Science	13	69%	3	#	37	84%
Reading	3	#	3	#	5	100%
Writing	4	#	2	#	7	71%
Global Studies	4	#	2	#	14	50%
U.S. Hist & Gov't	1	#	3	#	5	60%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	347	311	283	21	2	23
Number Scoring 55–100	343	301	274	17	#	19
Number Scoring 65–100	330	288	263	11	#	14
Number Scoring 85–100	95	148	121	0	#	1
Percentage of Tested Scoring 55–100	99%	97%	97%	81%	#	83%
Percentage of Tested Scoring 65–100	95%	93%	93%	52%	#	61%
Percentage of Tested Scoring 85–100	27%	48%	43%	0%	#	4%
Mathematics A						
Number Tested	90	348	396	27	5	52
Number Scoring 55–100	39	274	320	4	1	30
Number Scoring 65–100	17	229	249	2	1	13
Number Scoring 85–100	1	90	61	0	0	0
Percentage of Tested Scoring 55–100	43%	79%	81%	15%	20%	58%
Percentage of Tested Scoring 65–100	19%	66%	63%	7%	20%	25%
Percentage of Tested Scoring 85–100	1%	26%	15%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
Global History and Geography						
Number Tested	346	295	350	32	3	38
Number Scoring 55–100	341	279	337	30	#	33
Number Scoring 65–100	329	247	310	24	#	26
Number Scoring 85–100	124	67	102	1	#	2
Percentage of Tested Scoring 55–100	99%	95%	96%	94%	#	87%
Percentage of Tested Scoring 65–100	95%	84%	89%	75%	#	68%
Percentage of Tested Scoring 85–100	36%	23%	29%	3%	#	5%
U.S. History and Government (first administered June 2001)						
Number Tested	328	335	296	13	4	29
Number Scoring 55–100	317	320	288	12	#	24
Number Scoring 65–100	303	292	271	10	#	19
Number Scoring 85–100	144	94	134	4	#	3
Percentage of Tested Scoring 55–100	97%	96%	97%	92%	#	83%
Percentage of Tested Scoring 65–100	92%	87%	92%	77%	#	66%
Percentage of Tested Scoring 85–100	44%	28%	45%	31%	#	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	255	253	278	19	3	36
Number Scoring 55–100	254	248	274	18	#	34
Number Scoring 65–100	252	244	264	18	#	31
Number Scoring 85–100	64	66	68	1	#	0
Percentage of Tested Scoring 55–100	100%	98%	99%	95%	#	94%
Percentage of Tested Scoring 65–100	99%	96%	95%	95%	#	86%
Percentage of Tested Scoring 85–100	25%	26%	24%	5%	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	274	330	310	32	1	48
Number Scoring 55–100	253	324	284	26	#	34
Number Scoring 65–100	229	295	257	17	#	24
Number Scoring 85–100	74	108	83	1	#	2
Percentage of Tested Scoring 55–100	92%	98%	92%	81%	#	71%
Percentage of Tested Scoring 65–100	84%	89%	83%	53%	#	50%
Percentage of Tested Scoring 85–100	27%	33%	27%	3%	#	4%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		156	156		1	0
Number Scoring 55–100		153	153		#	0
Number Scoring 65–100		130	143		#	0
Number Scoring 85–100		19	34		#	0
Percentage of Tested Scoring 55–100		98%	98%		#	0%
Percentage of Tested Scoring 65–100		83%	92%		#	0%
Percentage of Tested Scoring 85–100		12%	22%		#	0%
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	110	82	64	2	0	2
Number Scoring 55–100	108	76	63	#	0	#
Number Scoring 65–100	101	68	60	#	0	#
Number Scoring 85–100	19	21	22	#	0	#
Percentage of Tested Scoring 55–100	98%	93%	98%	#	0%	#
Percentage of Tested Scoring 65–100	92%	83%	94%	#	0%	#
Percentage of Tested Scoring 85–100	17%	26%	34%	#	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	149	131	169	2	0	0
Number Scoring 55–100	149	120	168	#	0	0
Number Scoring 65–100	147	117	165	#	0	0
Number Scoring 85–100	113	69	92	#	0	0
Percentage of Tested Scoring 55–100	100%	92%	99%	#	0%	0%
Percentage of Tested Scoring 65–100	99%	89%	98%	#	0%	0%
Percentage of Tested Scoring 85–100	76%	53%	54%	#	0%	0%
Comprehensive Latin						
Number Tested	13	28	21	0	0	2
Number Scoring 55–100	12	23	21	0	0	#
Number Scoring 65–100	9	16	19	0	0	#
Number Scoring 85–100	4	4	7	0	0	#
Percentage of Tested Scoring 55–100	92%	82%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	69%	57%	90%	0%	0%	#
Percentage of Tested Scoring 85–100	31%	14%	33%	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	303	12	2	8	0	0
Number Scoring 55–100	277	6	#	6	0	0
Number Scoring 65–100	248	4	#	4	0	0
Number Scoring 85–100	112	1	#	0	0	0
Percentage of Tested Scoring 55–100	91%	50%	#	75%	0%	0%
Percentage of Tested Scoring 65–100	82%	33%	#	50%	0%	0%
Percentage of Tested Scoring 85–100	37%	8%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	257	231	191	4	0	3
Number Scoring 55–100	225	206	170	#	0	#
Number Scoring 65–100	202	190	153	#	0	#
Number Scoring 85–100	98	91	65	#	0	#
Percentage of Tested Scoring 55–100	88%	89%	89%	#	0%	#
Percentage of Tested Scoring 65–100	79%	82%	80%	#	0%	#
Percentage of Tested Scoring 85–100	38%	39%	34%	#	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	40	98%	87	95%	157	94%
Students with Disabilities	9	100%	5	60%	27	70%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	282	282	282	25	25	25	307	307	307
Number Scoring 55–64	4	9	3	4	7	0	8	16	3
Number Scoring 65–84	157	175	146	16	10	20	173	185	166
Number Scoring 85–100	118	87	127	1	1	0	119	88	127
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)