

# New York State School Report Card Comprehensive Information Report

BEDS Code: 22-09-09-04-0010

Grade Range : PK-12

Name: Belleville Henderson Central School

Principal: Shawn Baker

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	29	22	34
Kindergarten	43	32	35
First	52	36	30
Second	43	54	38
Third	46	38	55
Fourth	57	40	42
Fifth	42	55	47
Sixth	46	45	62
Ungraded Elementary	0	0	0
Seventh	46	48	55
Eighth	53	46	43
Ninth	41	52	38
Tenth	45	38	54
Eleventh	42	46	38
Twelfth	47	44	45
Ungraded Secondary	0	0	0
Total K-12 Enrollment	603	574	582

## 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	2	0.3%	2	0.3%	4	0.7%
Black (Not Hispanic)	2	0.3%	2	0.3%	5	0.9%
Hispanic	4	0.7%	6	1.0%	15	2.6%
White (Not Hispanic)	595	98.7%	564	98.3%	558	95.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	17	18
Common Branch	20	19	20
English Grade 8	19	14	15
Mathematics Grade 8	15	14	13
Science Grade 8	18	14	14
Social Studies Grade 8	18	14	14
English Grade 10	15	12	17
Mathematics Grade 10	0	23	8
Science Grade 10	0	21	20
Social Studies Grade 10	14	14	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
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	176	29.2%	152	26.5%	161	27.7%

### 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		96.2%		96.4%		96.2%
Student Suspensions	9	1.4%	6	1.0%	5	0.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	19.1%	21.1%	21.1%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	98%	95%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	50
Total Other Professional Staff	5
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	43	0	0%	40	22	55%	39	27	69%
Students with Disabilities	5	0	0%	1	0	0%	2	1	50%
All Students	48	0	0%	41	22	54%	41	28	68%

\*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	12	18	1	2	4	4
Percent	29%	44%	2%	5%	10%	10%

## 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	1	1	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			0		0	
	Entered GED Program*			0		1	
	Total Noncompleters			0		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	2	1.1%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.6%
	Total Noncompleters	2	1.1%	0	0.0%	1	0.6%

\*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		3%	29%
2-3		4%	59%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		83	76
	Number of Students with Disabilities		3	7
	Number of All Students		86	83
	Percent of Enrollment		91%	93%
6-8	Number of General-Education Students		124	148
	Number of Students with Disabilities		15	11
	Number of All Students		139	159
	Percent of Enrollment		100%	99%
9-12	Number of General-Education Students		162	163
	Number of Students with Disabilities		18	12
	Number of All Students		180	175
	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	23	91%	21	86%	28	100%
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%	1	#

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

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	38	48	35	2	2	2
Number Scoring 55–100	36	48	34	#	#	#
Number Scoring 65–100	36	47	30	#	#	#
Number Scoring 85–100	5	24	16	#	#	#
Percentage of Tested Scoring 55–100	95%	100%	97%	#	#	#
Percentage of Tested Scoring 65–100	95%	98%	86%	#	#	#
Percentage of Tested Scoring 85–100	13%	50%	46%	#	#	#
<b>Mathematics A</b>						
Number Tested	19	27	59	0	2	1
Number Scoring 55–100	19	18	53	0	#	#
Number Scoring 65–100	15	12	44	0	#	#
Number Scoring 85–100	3	0	4	0	#	#
Percentage of Tested Scoring 55–100	100%	67%	90%	0%	#	#
Percentage of Tested Scoring 65–100	79%	44%	75%	0%	#	#
Percentage of Tested Scoring 85–100	16%	0%	7%	0%	#	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	24	0	0	0
Number Scoring 55–100	0	0	16	0	0	0
Number Scoring 65–100	0	0	13	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	67%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	54%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	45	39	62	1	2	2
Number Scoring 55–100	43	33	59	#	#	#
Number Scoring 65–100	42	23	52	#	#	#
Number Scoring 85–100	8	4	9	#	#	#
Percentage of Tested Scoring 55–100	96%	85%	95%	#	#	#
Percentage of Tested Scoring 65–100	93%	59%	84%	#	#	#
Percentage of Tested Scoring 85–100	18%	10%	15%	#	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	29	43	43	1	1	2
Number Scoring 55–100	29	42	41	#	#	#
Number Scoring 65–100	24	33	36	#	#	#
Number Scoring 85–100	3	6	14	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	95%	#	#	#
Percentage of Tested Scoring 65–100	83%	77%	84%	#	#	#
Percentage of Tested Scoring 85–100	10%	14%	33%	#	#	#

(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	39	57	96	2	3	2
Number Scoring 55–100	37	56	94	#	#	#
Number Scoring 65–100	34	53	82	#	#	#
Number Scoring 85–100	3	6	33	#	#	#
Percentage of Tested Scoring 55–100	95%	98%	98%	#	#	#
Percentage of Tested Scoring 65–100	87%	93%	85%	#	#	#
Percentage of Tested Scoring 85–100	8%	11%	34%	#	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	17	51	2	0	2	1
Number Scoring 55–100	17	48	#	0	#	#
Number Scoring 65–100	17	41	#	0	#	#
Number Scoring 85–100	10	22	#	0	#	#
Percentage of Tested Scoring 55–100	100%	94%	#	0%	#	#
Percentage of Tested Scoring 65–100	100%	80%	#	0%	#	#
Percentage of Tested Scoring 85–100	59%	43%	#	0%	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		1	22		0	0
Number Scoring 55–100		#	21		0	0
Number Scoring 65–100		#	17		0	0
Number Scoring 85–100		#	1		0	0
Percentage of Tested Scoring 55–100		#	95%		0%	0%
Percentage of Tested Scoring 65–100		#	77%		0%	0%
Percentage of Tested Scoring 85–100		#	5%		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	9	8	9	0	0	0
Number Scoring 55–100	9	8	9	0	0	0
Number Scoring 65–100	9	8	9	0	0	0
Number Scoring 85–100	8	7	6	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	89%	88%	67%	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	10	16	11	0	0	0
Number Scoring 55–100	10	16	11	0	0	0
Number Scoring 65–100	10	16	10	0	0	0
Number Scoring 85–100	8	12	7	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	80%	75%	64%	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	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 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	44	47	2	0	0	0
Number Scoring 55–100	35	43	#	0	0	0
Number Scoring 65–100	28	38	#	0	0	0
Number Scoring 85–100	9	7	#	0	0	0
Percentage of Tested Scoring 55–100	80%	91%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	64%	81%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	20%	15%	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	26	27	3	0	0	0
Number Scoring 55–100	23	21	#	0	0	0
Number Scoring 65–100	19	20	#	0	0	0
Number Scoring 85–100	6	4	#	0	0	0
Percentage of Tested Scoring 55–100	88%	78%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	73%	74%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	23%	15%	#	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	29	100%	29	90%	31	97%
Students with Disabilities	1	#	4	#	2	#

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	38	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	42	0%	7%	52%	40%

### 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	37	0%	57%	35%	8%
	Students with Disabilities	6	17%	83%	0%	0%
	All Students	43	2%	60%	30%	7%

(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	40	40	40	3	3	3	43	43	43
Number Scoring 55–64	#	#	#	#	#	#	1	4	4
Number Scoring 65–84	#	#	#	#	#	#	33	31	27
Number Scoring 85–100	#	#	#	#	#	#	8	5	11
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)