

# New York State School Report Card Comprehensive Information Report

BEDS Code: 63-01-01-04-0001  
 Name: Bolton Central School  
 Principal: James Donahue

Grade Range : K-12

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	17	13	19
First	21	19	18
Second	21	23	17
Third	20	22	25
Fourth	23	22	23
Fifth	24	26	22
Sixth	18	29	26
Ungraded Elementary	0	0	0
Seventh	23	20	28
Eighth	16	23	23
Ninth	21	21	23
Tenth	23	22	19
Eleventh	14	19	23
Twelfth	25	14	21
Ungraded Secondary	0	0	0
Total K-12 Enrollment	266	273	287

## 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	4	1.5%	3	1.1%	5	1.7%
Black (Not Hispanic)	3	1.1%	3	1.1%	5	1.7%
Hispanic	2	0.8%	1	0.4%	0	0.0%
White (Not Hispanic)	257	96.6%	266	97.4%	277	96.5%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	16	13	19
Common Branch	21	23	21
English Grade 8	16	12	11
Mathematics Grade 8	8	9	11
Science Grade 8	6	23	12
Social Studies Grade 8	12	12	11
English Grade 10	10	11	10
Mathematics Grade 10	0	0	6
Science Grade 10	10	11	10
Social Studies Grade 10	10	11	12

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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	14	5.3%	28	10.3%	29	10.1%

### 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		95.9%		95.5%		95.6%
Student Suspensions	16	5.9%	4	1.5%	3	1.1%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.9%	4.0%	5.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	92%	100%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	35
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	22	14	64%	11	11	100%	18	16	89%
Students with Disabilities	4	1	25%	1	0	0%	1	0	0%
All Students	26	15	58%	12	11	92%	19	16	84%

\*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	13	5	0	1	0	0
Percent	68%	26%	0%	5%	0%	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)
1	0	0	1

\*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			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	0	0.0%	1	1.3%	1	1.2%
	Entered GED Program*	2	2.4%	0	0.0%	0	0.0%
	Total Noncompleters	2	2.4%	1	1.3%	1	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%	95%
2-3		0%	100%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	38
	Number of Students with Disabilities		0	7
	Number of All Students		0	45
	Percent of Enrollment		0%	100%
6-8	Number of General-Education Students		0	67
	Number of Students with Disabilities		0	10
	Number of All Students		0	77
	Percent of Enrollment		0%	100%
9-12	Number of General-Education Students		0	81
	Number of Students with Disabilities		0	2
	Number of All Students		0	83
	Percent of Enrollment		0%	97%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	18	100%	0	0%	9	89%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	9	100%	1	#	11	100%

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

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	14	19	23	2	0	2
Number Scoring 55–100	14	19	21	#	0	#
Number Scoring 65–100	13	18	20	#	0	#
Number Scoring 85–100	4	11	8	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	91%	#	0%	#
Percentage of Tested Scoring 65–100	93%	95%	87%	#	0%	#
Percentage of Tested Scoring 85–100	29%	58%	35%	#	0%	#
<b>Mathematics A</b>						
Number Tested	2	0	36	0	0	1
Number Scoring 55–100	#	0	33	0	0	#
Number Scoring 65–100	#	0	31	0	0	#
Number Scoring 85–100	#	0	5	0	0	#
Percentage of Tested Scoring 55–100	#	0%	92%	0%	0%	#
Percentage of Tested Scoring 65–100	#	0%	86%	0%	0%	#
Percentage of Tested Scoring 85–100	#	0%	14%	0%	0%	#
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	19	20	20	1	1	2
Number Scoring 55–100	19	20	20	#	#	#
Number Scoring 65–100	19	18	15	#	#	#
Number Scoring 85–100	9	4	8	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	90%	75%	#	#	#
Percentage of Tested Scoring 85–100	47%	20%	40%	#	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	14	23	22	2	1	2
Number Scoring 55–100	14	23	21	#	#	#
Number Scoring 65–100	13	22	19	#	#	#
Number Scoring 85–100	4	10	6	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	95%	#	#	#
Percentage of Tested Scoring 65–100	93%	96%	86%	#	#	#
Percentage of Tested Scoring 85–100	29%	43%	27%	#	#	#

(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	19	19	19	1	1	2
Number Scoring 55–100	19	19	19	#	#	#
Number Scoring 65–100	19	19	18	#	#	#
Number Scoring 85–100	10	10	8	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	95%	#	#	#
Percentage of Tested Scoring 85–100	53%	53%	42%	#	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	19	20	0	1	2	0
Number Scoring 55–100	18	19	0	#	#	0
Number Scoring 65–100	17	18	0	#	#	0
Number Scoring 85–100	7	7	0	#	#	0
Percentage of Tested Scoring 55–100	95%	95%	0%	#	#	0%
Percentage of Tested Scoring 65–100	89%	90%	0%	#	#	0%
Percentage of Tested Scoring 85–100	37%	35%	0%	#	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		18	15		0	0
Number Scoring 55–100		17	14		0	0
Number Scoring 65–100		13	11		0	0
Number Scoring 85–100		0	2		0	0
Percentage of Tested Scoring 55–100		94%	93%		0%	0%
Percentage of Tested Scoring 65–100		72%	73%		0%	0%
Percentage of Tested Scoring 85–100		0%	13%		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	16	10	8	1	1	0
Number Scoring 55–100	16	9	8	#	#	0
Number Scoring 65–100	16	8	8	#	#	0
Number Scoring 85–100	8	1	3	#	#	0
Percentage of Tested Scoring 55–100	100%	90%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	80%	100%	#	#	0%
Percentage of Tested Scoring 85–100	50%	10%	38%	#	#	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	1	18	8	0	0	0
Number Scoring 55–100	#	17	7	0	0	0
Number Scoring 65–100	#	15	5	0	0	0
Number Scoring 85–100	#	3	1	0	0	0
Percentage of Tested Scoring 55–100	#	94%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	83%	62%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	17%	12%	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	19	2	0	0	0	0
Number Scoring 55–100	15	#	0	0	0	0
Number Scoring 65–100	13	#	0	0	0	0
Number Scoring 85–100	3	#	0	0	0	0
Percentage of Tested Scoring 55–100	79%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	68%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	16%	#	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	16	19	0	0	0	0
Number Scoring 55–100	10	12	0	0	0	0
Number Scoring 65–100	9	8	0	0	0	0
Number Scoring 85–100	4	2	0	0	0	0
Percentage of Tested Scoring 55–100	62%	63%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	56%	42%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	11%	0%	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	19	100%	16	100%	20	90%
Students with Disabilities	2	#	2	#	1	#

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	17	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	19	5%	16%	68%	11%

### 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	20	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	21	5%	57%	38%	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
<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	20	20	20	1	1	1	21	21	21
Number Scoring 55–64	#	#	#	#	#	#	0	1	0
Number Scoring 65–84	#	#	#	#	#	#	10	10	9
Number Scoring 85–100	#	#	#	#	#	#	9	10	10
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)