

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 51-24-04-04-0001  
 Name: Heuvelton Central School  
 Principal: Michael Warden

Grade Range : PK-12

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	18	18	18
Kindergarten	41	39	44
First	38	37	35
Second	44	38	36
Third	46	43	39
Fourth	50	45	47
Fifth	55	55	46
Sixth	47	59	53
Ungraded Elementary	0	0	0
Seventh	51	50	63
Eighth	61	56	49
Ninth	66	63	64
Tenth	51	57	60
Eleventh	59	46	52
Twelfth	42	52	49
Ungraded Secondary	0	0	0
Total K-12 Enrollment	651	640	637

### Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	0.5%	3	0.5%	3	0.5%
Black (Not Hispanic)	4	0.6%	3	0.5%	2	0.3%
Hispanic	1	0.2%	0	0.0%	0	0.0%
White (Not Hispanic)	643	98.8%	634	99.1%	632	99.2%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	14	13	15
Common Branch	15	15	16
English Grade 8	21	18	16
Mathematics Grade 8	21	18	17
Science Grade 8	0	17	17
Social Studies Grade 8	0	18	16
English Grade 10	22	19	21
Mathematics Grade 10	0	18	17
Science Grade 10	0	0	23
Social Studies Grade 10	20	16	26

(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>
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</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>	227	34.9%	230	35.9%	214	33.6%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		93.0%		93.2%		94.0%
<b>Student Suspensions</b>	78	11.2%	47	7.2%	41	6.4%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	13.5%	17.5%	18.4%
<b>Public Assistance</b>	11-20%	31-40%	41-50%
<b>Student Stability</b>	98%	98%	100%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	56
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	33	25	76%	51	25	49%	40	33	82%
Students with Disabilities	3	2	67%	1	0	0%	5	2	40%
All Students	36	27	75%	52	25	48%	45	35	78%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	20	15	0	2	5	3
Percent	44%	33%	0%	4%	11%	7%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
5	2	2	7

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	7		12		5	2.5%
	Entered GED Program*	5		5		1	0.5%
	Total Noncompleters	12		17		6	3.0%
<b>Students with Disabilities</b>	Dropped Out	3		1		3	8.1%
	Entered GED Program*	0		0		2	5.4%
	Total Noncompleters	3		1		5	13.5%
<b>All Students</b>	Dropped Out	10	4.6%	13	6.0%	8	3.4%
	Entered GED Program*	5	2.3%	5	2.3%	3	1.3%
	Total Noncompleters	15	6.9%	18	8.3%	11	4.6%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

## Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	0	0	162
	Number of Students with Disabilities	0	0	38
	Number of All Students	0	0	200
	Percent of Enrollment	0%	0%	89%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	26	100%	29	86%	28	82%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	19	95%	18	89%	28	100%
Spanish	0	0%	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	1	#
Science	1	#	0	0%	2	#
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	2	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	0	0%	1	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	4	#	9	89%
Science	0	0%	1	#	6	83%
Reading	1	#	1	#	4	#
Writing	1	#	2	#	4	#
Global Studies	1	#	4	#	3	#
U.S. Hist & Gov't	1	#	1	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	61	50	51	2	5	5
Number Scoring 55-100	52	45	46	#	3	5
Number Scoring 65-100	41	41	40	#	2	4
Number Scoring 85-100	17	15	15	#	0	1
Percentage of Tested Scoring 55-100	85%	90%	90%	#	60%	100%
Percentage of Tested Scoring 65-100	67%	82%	78%	#	40%	80%
Percentage of Tested Scoring 85-100	28%	30%	29%	#	0%	20%
<b>Mathematics A</b>						
Number Tested	61	61	63	2	5	1
Number Scoring 55-100	46	47	62	#	3	#
Number Scoring 65-100	39	43	58	#	3	#
Number Scoring 85-100	14	10	16	#	0	#
Percentage of Tested Scoring 55-100	75%	77%	98%	#	60%	#
Percentage of Tested Scoring 65-100	64%	70%	92%	#	60%	#
Percentage of Tested Scoring 85-100	23%	16%	25%	#	0%	#
<b>Mathematics B</b>						
Number Tested	0	0	14	0	0	1
Number Scoring 55-100	0	0	13	0	0	#
Number Scoring 65-100	0	0	10	0	0	#
Number Scoring 85-100	0	0	1	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	93%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	71%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	7%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	51	48	72	3	6	11
Number Scoring 55-100	44	44	67	#	6	8
Number Scoring 65-100	41	42	56	#	5	6
Number Scoring 85-100	14	20	29	#	1	1
Percentage of Tested Scoring 55-100	86%	92%	93%	#	100%	73%
Percentage of Tested Scoring 65-100	80%	88%	78%	#	83%	55%
Percentage of Tested Scoring 85-100	27%	42%	40%	#	17%	9%
<b>U.S. History and Government</b>						
Number Tested	59	47	49	1	4	5
Number Scoring 55-100	54	44	45	#	#	5
Number Scoring 65-100	44	42	41	#	#	4
Number Scoring 85-100	14	15	18	#	#	3
Percentage of Tested Scoring 55-100	92%	94%	92%	#	#	100%
Percentage of Tested Scoring 65-100	75%	89%	84%	#	#	80%
Percentage of Tested Scoring 85-100	24%	32%	37%	#	#	60%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	93	61	40	7	10	2
Number Scoring 55–100	91	58	40	7	10	#
Number Scoring 65–100	85	55	37	5	8	#
Number Scoring 85–100	24	24	19	1	1	#
Percentage of Tested Scoring 55–100	98%	95%	100%	100%	100%	#
Percentage of Tested Scoring 65–100	91%	90%	93%	71%	80%	#
Percentage of Tested Scoring 85–100	26%	39%	47%	14%	10%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	7	43	65	1	7	9
Number Scoring 55–100	2	40	63	#	7	9
Number Scoring 65–100	1	33	55	#	5	8
Number Scoring 85–100	0	6	18	#	2	1
Percentage of Tested Scoring 55–100	29%	93%	97%	#	100%	100%
Percentage of Tested Scoring 65–100	14%	77%	85%	#	71%	89%
Percentage of Tested Scoring 85–100	0%	14%	28%	#	29%	11%
<b>Physical Setting/Chemistry</b>						
Number Tested	37	51	23	1	2	1
Number Scoring 55–100	28	45	23	#	#	#
Number Scoring 65–100	13	29	20	#	#	#
Number Scoring 85–100	1	4	5	#	#	#
Percentage of Tested Scoring 55–100	76%	88%	100%	#	#	#
Percentage of Tested Scoring 65–100	35%	57%	87%	#	#	#
Percentage of Tested Scoring 85–100	3%	8%	22%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			1			0
Number Scoring 55–100			#			0
Number Scoring 65–100			#			0
Number Scoring 85–100			#			0
Percentage of Tested Scoring 55–100			#			0%
Percentage of Tested Scoring 65–100			#			0%
Percentage of Tested Scoring 85–100			#			0%

\* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive French</b>						
Number Tested	16	16	13	0	0	0
Number Scoring 55–100	16	16	13	0	0	0
Number Scoring 65–100	15	16	13	0	0	0
Number Scoring 85–100	6	8	10	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	50%	77%	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	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	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	13	11	17	0	1	0
Number Scoring 55–100	13	11	17	0	#	0
Number Scoring 65–100	13	10	17	0	#	0
Number Scoring 85–100	4	4	12	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	91%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	31%	36%	71%	0%	#	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	18	16	1	0	0	0
Number Scoring 55-100	17	15	#	0	0	0
Number Scoring 65-100	16	14	#	0	0	0
Number Scoring 85-100	9	7	#	0	0	0
Percentage of Tested Scoring 55-100	94%	94%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	88%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	44%	#	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	25	92%	36	89%	17	88%
Students with Disabilities	3	#	3	#	4	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	38	11%	8%	53%	29%
	Students with Disabilities	8	13%	13%	75%	0%
	All Students	46	11%	9%	57%	24%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	41	0%	54%	41%	5%
	Students with Disabilities	6	17%	83%	0%	0%
	All Students	47	2%	57%	36%	4%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

## 2000 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	47	47	47	5	5	5	52	52	52
Number Scoring 55–64	3	1	2	0	1	1	3	2	3
Number Scoring 65–84	26	22	27	3	2	3	29	24	30
Number Scoring 85–100	14	15	13	0	0	0	14	15	13
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)