

New York State School Report Card Comprehensive Information Report

BEDS Code: 22-09-09-04-0010
 Name: Belleville Henderson Central School
 Principal: Shawn Baker

Grade Range : PK-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	34	36	31
Kindergarten	35	31	35
First	30	36	31
Second	38	34	36
Third	55	32	39
Fourth	42	56	35
Fifth	47	45	56
Sixth	62	50	45
Ungraded Elementary	0	0	0
Seventh	55	62	58
Eighth	43	49	56
Ninth	38	50	52
Tenth	54	36	42
Eleventh	38	53	36
Twelfth	45	38	52
Ungraded Secondary	0	0	0
Total K-12 Enrollment	582	572	573

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.7%	5	0.9%	8	1.4%
Black (Not Hispanic)	5	0.9%	2	0.3%	7	1.2%
Hispanic	15	2.6%	17	3.0%	16	2.8%
White (Not Hispanic)	558	95.9%	548	95.8%	542	94.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	18	16	18
Common Branch	20	19	19
English Grade 8	15	16	16
Mathematics Grade 8	13	16	14
Science Grade 8	14	16	18
Social Studies Grade 8	14	16	18
English Grade 10	17	12	13
Mathematics Grade 10	8	10	14
Science Grade 10	20	19	23
Social Studies Grade 10	18	11	14

(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. 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	161	27.7%	141	24.7%	129	22.5%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.2%		96.2%		96.3%
Student Suspensions	5	0.9%	9	1.6%	5	0.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	21.1%	18.0%	20.2%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	98%	97%	98%

Staff Counts

Staff	2004-05
Total Teachers	45
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	1

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	39	34	46
	Regents Diplomas	27	20	41
	% Regents Diplomas	69%	59%	89%
	Regents Diplomas with Advanced Designation**			15
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	2	2	0
	Regents Diplomas	1	0	0
	% Regents Diplomas	50%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	1	2
All Students	Total Graduates*	41	36	46
	Regents Diplomas	28	20	41
	% Regents Diplomas	68%	56%	89%
	Regents Diplomas with Advanced Designation**			15
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	1	1	2

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	9	29	1	2	4	0	1	0
	Percent	20%	63%	2%	4%	9%	0%	2%	0%
Students with Disabilities	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	9	29	1	2	4	0	1	0
	Percent	20%	63%	2%	4%	9%	0%	2%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		3	1.9%	4	2.4%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	1		3	1.9%	4	2.4%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	0	0.0%
All Students	Dropped Out	0	0.0%	3	1.7%	4	2.2%
	Entered GED Program*	1	0.6%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.6%	3	1.7%	4	2.2%

*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	2002-03	2003-04	2004-05
K-1	29%	100%	100%
2-3	59%	98%	100%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	76	89	83
	Number of Students with Disabilities	7	12	8
	Number of All Students	83	101	91
	Percent of Enrollment	93%	100%	100%
6-8	Number of General-Education Students	148	148	143
	Number of Students with Disabilities	11	13	16
	Number of All Students	159	161	159
	Percent of Enrollment	99%	100%	100%
9-12	Number of General-Education Students	163	161	165
	Number of Students with Disabilities	12	15	17
	Number of All Students	175	176	182
	Percent of Enrollment	100%	99%	100%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	28	100%	23	100%	28	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	1	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	1	#	4	#	0	0%
Writing	0	0%	4	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	35	50	36	2	3	0
Number Scoring 55-100	34	47	36	#	#	0
Number Scoring 65-100	30	46	32	#	#	0
Number Scoring 85-100	16	20	7	#	#	0
Percentage of Tested Scoring 55-100	97%	94%	100%	#	#	0%
Percentage of Tested Scoring 65-100	86%	92%	89%	#	#	0%
Percentage of Tested Scoring 85-100	46%	40%	19%	#	#	0%
Mathematics A						
Number Tested	59	67	43	1	3	3
Number Scoring 55-100	53	65	41	#	#	#
Number Scoring 65-100	44	58	41	#	#	#
Number Scoring 85-100	4	13	9	#	#	#
Percentage of Tested Scoring 55-100	90%	97%	95%	#	#	#
Percentage of Tested Scoring 65-100	75%	87%	95%	#	#	#
Percentage of Tested Scoring 85-100	7%	19%	21%	#	#	#
Mathematics B						
Number Tested	24	28	28	0	0	0
Number Scoring 55-100	16	23	22	0	0	0
Number Scoring 65-100	13	17	19	0	0	0
Number Scoring 85-100	3	2	4	0	0	0
Percentage of Tested Scoring 55-100	67%	82%	79%	0%	0%	0%
Percentage of Tested Scoring 65-100	54%	61%	68%	0%	0%	0%
Percentage of Tested Scoring 85-100	12%	7%	14%	0%	0%	0%
Global History and Geography						
Number Tested	62	38	43	2	1	2
Number Scoring 55-100	59	35	39	#	#	#
Number Scoring 65-100	52	30	34	#	#	#
Number Scoring 85-100	9	9	7	#	#	#
Percentage of Tested Scoring 55-100	95%	92%	91%	#	#	#
Percentage of Tested Scoring 65-100	84%	79%	79%	#	#	#
Percentage of Tested Scoring 85-100	15%	24%	16%	#	#	#
U.S. History and Government						
Number Tested	43	55	31	2	3	0
Number Scoring 55-100	41	55	31	#	#	0
Number Scoring 65-100	36	52	29	#	#	0
Number Scoring 85-100	14	25	21	#	#	0
Percentage of Tested Scoring 55-100	95%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	84%	95%	94%	#	#	0%
Percentage of Tested Scoring 85-100	33%	45%	68%	#	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	96	50	47	2	4	8
Number Scoring 55-100	94	50	46	#	#	7
Number Scoring 65-100	82	45	42	#	#	6
Number Scoring 85-100	33	11	13	#	#	1
Percentage of Tested Scoring 55-100	98%	100%	98%	#	#	88%
Percentage of Tested Scoring 65-100	85%	90%	89%	#	#	75%
Percentage of Tested Scoring 85-100	34%	22%	28%	#	#	12%
Physical Setting/Earth Science						
Number Tested	2	39	44	1	0	2
Number Scoring 55-100	#	36	38	#	0	#
Number Scoring 65-100	#	30	32	#	0	#
Number Scoring 85-100	#	8	9	#	0	#
Percentage of Tested Scoring 55-100	#	92%	86%	#	0%	#
Percentage of Tested Scoring 65-100	#	77%	73%	#	0%	#
Percentage of Tested Scoring 85-100	#	21%	20%	#	0%	#
Physical Setting/Chemistry						
Number Tested	22	29	25	0	0	0
Number Scoring 55-100	21	29	20	0	0	0
Number Scoring 65-100	17	16	8	0	0	0
Number Scoring 85-100	1	3	0	0	0	0
Percentage of Tested Scoring 55-100	95%	100%	80%	0%	0%	0%
Percentage of Tested Scoring 65-100	77%	55%	32%	0%	0%	0%
Percentage of Tested Scoring 85-100	5%	10%	0%	0%	0%	0%
Physical Setting/Physics						
Number Tested		17	19		0	0
Number Scoring 55-100		13	11		0	0
Number Scoring 65-100		8	8		0	0
Number Scoring 85-100		0	3		0	0
Percentage of Tested Scoring 55-100		76%	58%		0%	0%
Percentage of Tested Scoring 65-100		47%	42%		0%	0%
Percentage of Tested Scoring 85-100		0%	16%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	9	10	12	0	0	0
Number Scoring 55-100	9	10	12	0	0	0
Number Scoring 65-100	9	10	12	0	0	0
Number Scoring 85-100	6	9	9	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	67%	90%	75%	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	11	12	8	0	0	0
Number Scoring 55-100	11	12	8	0	0	0
Number Scoring 65-100	10	12	8	0	0	0
Number Scoring 85-100	7	9	6	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	64%	75%	75%	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	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 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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	49	2%	8%	55%	35%
	Students with Disabilities	5	0%	40%	60%	0%
	All Students	54	2%	11%	56%	31%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	57	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	60	2%	17%	65%	17%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	48	48	48	2	2	2	50	50	50
Number Scoring 55–64	#	#	#	#	#	#	4	2	1
Number Scoring 65–84	#	#	#	#	#	#	35	21	32
Number Scoring 85–100	#	#	#	#	#	#	9	26	17
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)