

New York State District Report Card

Comprehensive Information Report

BEDS Code: 22-09-09-04-0000
 Name: Belleville Henderson Central School District
 Superintendent: Robert R. Ike

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	22	34	36
Kindergarten	32	35	31
First	36	30	36
Second	54	38	34
Third	38	55	32
Fourth	40	42	56
Fifth	55	47	45
Sixth	45	62	50
Ungraded Elementary	0	0	0
Seventh	48	55	62
Eighth	46	43	49
Ninth	52	38	50
Tenth	38	54	36
Eleventh	46	38	53
Twelfth	44	45	38
Ungraded Secondary	0	0	0
Total K-12 Enrollment	574	582	572

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	2	0.3%	4	0.7%	5	0.9%
Black (Not Hispanic)	2	0.3%	5	0.9%	2	0.3%
Hispanic	6	1.0%	15	2.6%	17	3.0%
White (Not Hispanic)	564	98.3%	558	95.9%	548	95.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	18	16
Common Branch	19	20	19
English Grade 8	14	15	16
Mathematics Grade 8	14	13	16
Science Grade 8	14	14	16
Social Studies Grade 8	14	14	16
English Grade 10	12	17	12
Mathematics Grade 10	23	8	10
Science Grade 10	21	20	19
Social Studies Grade 10	14	18	11

(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
NA	NA

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	152	26.5%	161	27.7%	141	24.7%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.4%		96.2%		96.2%
Student Suspensions	6	1.0%	5	0.9%	9	1.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	21.1%	21.1%	18.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	45
Total Other Professional Staff	6
Total Paraprofessionals	11
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	40	22	55%	39	27	69%	34	20	59%
Students with Disabilities	1	0	0%	2	1	50%	2	0	0%
All Students	41	22	54%	41	28	68%	36	20	56%

*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	14	11	2	1	6	2
Percent	39%	31%	6%	3%	17%	6%

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)
2	0	1	3

*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.
General-Education Students	Dropped Out	0		0		3	1.9%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	0		1		3	1.9%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	3	1.7%
	Entered GED Program*	0	0.0%	1	0.6%	0	0.0%
	Total Noncompleters	0	0.0%	1	0.6%	3	1.7%

*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	3%	29%	100%
2-3	4%	59%	98%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	83	76	89
	Number of Students with Disabilities	3	7	12
	Number of All Students	86	83	101
	Percent of Enrollment	91%	93%	100%
6-8	Number of General-Education Students	124	148	148
	Number of Students with Disabilities	15	11	13
	Number of All Students	139	159	161
	Percent of Enrollment	100%	99%	100%
9-12	Number of General-Education Students	162	163	161
	Number of Students with Disabilities	18	12	15
	Number of All Students	180	175	176
	Percent of Enrollment	100%	100%	99%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	20		
Completed and Passed Regents Exams	20	100%	77%
Completed and had Course Average of 75% or More	20	100%	81%
Completed and Attained a HS Diploma or Equivalent	20	100%	96%
Completed and Whose Status is Known	17		
Completed and Were Successfully Placed	17	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	10	50%	19%

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	21	86%	28	100%	23	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%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	48	35	50	2	2	3
Number Scoring 55–100	48	34	47	#	#	#
Number Scoring 65–100	47	30	46	#	#	#
Number Scoring 85–100	24	16	20	#	#	#
Percentage of Tested Scoring 55–100	100%	97%	94%	#	#	#
Percentage of Tested Scoring 65–100	98%	86%	92%	#	#	#
Percentage of Tested Scoring 85–100	50%	46%	40%	#	#	#
Mathematics A						
Number Tested	27	59	67	2	1	3
Number Scoring 55–100	18	53	65	#	#	#
Number Scoring 65–100	12	44	58	#	#	#
Number Scoring 85–100	0	4	13	#	#	#
Percentage of Tested Scoring 55–100	67%	90%	97%	#	#	#
Percentage of Tested Scoring 65–100	44%	75%	87%	#	#	#
Percentage of Tested Scoring 85–100	0%	7%	19%	#	#	#
Mathematics B						
Number Tested	0	24	28	0	0	0
Number Scoring 55–100	0	16	23	0	0	0
Number Scoring 65–100	0	13	17	0	0	0
Number Scoring 85–100	0	3	2	0	0	0
Percentage of Tested Scoring 55–100	0%	67%	82%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	54%	61%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	12%	7%	0%	0%	0%
Global History and Geography						
Number Tested	39	62	38	2	2	1
Number Scoring 55–100	33	59	35	#	#	#
Number Scoring 65–100	23	52	30	#	#	#
Number Scoring 85–100	4	9	9	#	#	#
Percentage of Tested Scoring 55–100	85%	95%	92%	#	#	#
Percentage of Tested Scoring 65–100	59%	84%	79%	#	#	#
Percentage of Tested Scoring 85–100	10%	15%	24%	#	#	#
U.S. History and Government						
Number Tested	43	43	55	1	2	3
Number Scoring 55–100	42	41	55	#	#	#
Number Scoring 65–100	33	36	52	#	#	#
Number Scoring 85–100	6	14	25	#	#	#
Percentage of Tested Scoring 55–100	98%	95%	100%	#	#	#
Percentage of Tested Scoring 65–100	77%	84%	95%	#	#	#
Percentage of Tested Scoring 85–100	14%	33%	45%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	57	96	50	3	2	4
Number Scoring 55–100	56	94	50	#	#	#
Number Scoring 65–100	53	82	45	#	#	#
Number Scoring 85–100	6	33	11	#	#	#
Percentage of Tested Scoring 55–100	98%	98%	100%	#	#	#
Percentage of Tested Scoring 65–100	93%	85%	90%	#	#	#
Percentage of Tested Scoring 85–100	11%	34%	22%	#	#	#
Physical Setting/Earth Science						
Number Tested	51	2	39	2	1	0
Number Scoring 55–100	48	#	36	#	#	0
Number Scoring 65–100	41	#	30	#	#	0
Number Scoring 85–100	22	#	8	#	#	0
Percentage of Tested Scoring 55–100	94%	#	92%	#	#	0%
Percentage of Tested Scoring 65–100	80%	#	77%	#	#	0%
Percentage of Tested Scoring 85–100	43%	#	21%	#	#	0%
Physical Setting/Chemistry						
Number Tested	1	22	29	0	0	0
Number Scoring 55–100	#	21	29	0	0	0
Number Scoring 65–100	#	17	16	0	0	0
Number Scoring 85–100	#	1	3	0	0	0
Percentage of Tested Scoring 55–100	#	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	77%	55%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	5%	10%	0%	0%	0%
Physical Setting/Physics						
Number Tested			17			0
Number Scoring 55–100			13			0
Number Scoring 65–100			8			0
Number Scoring 85–100			0			0
Percentage of Tested Scoring 55–100			76%			0%
Percentage of Tested Scoring 65–100			47%			0%
Percentage of Tested Scoring 85–100			0%			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
Comprehensive French						
Number Tested	8	9	10	0	0	0
Number Scoring 55–100	8	9	10	0	0	0
Number Scoring 65–100	8	9	10	0	0	0
Number Scoring 85–100	7	6	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	88%	67%	90%	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	16	11	12	0	0	0
Number Scoring 55–100	16	11	12	0	0	0
Number Scoring 65–100	16	10	12	0	0	0
Number Scoring 85–100	12	7	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	75%	64%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	27	3	0	0	0	0
Number Scoring 55–100	21	#	0	0	0	0
Number Scoring 65–100	20	#	0	0	0	0
Number Scoring 85–100	4	#	0	0	0	0
Percentage of Tested Scoring 55–100	78%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	74%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	15%	#	0%	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	29	90%	31	97%	38	95%
Students with Disabilities	4	#	2	#	1	#

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
Nov 2003	General-Education Students	39	0%	3%	54%	44%
	Students with Disabilities	6	0%	67%	33%	0%
	All Students	45	0%	11%	51%	38%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	38	0%	55%	37%	8%
	Students with Disabilities	9	11%	67%	22%	0%
	All Students	47	2%	57%	34%	6%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	1	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

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	31	31	31	3	3	3	34	34	34
Number Scoring 55–64	#	#	#	#	#	#	2	0	2
Number Scoring 65–84	#	#	#	#	#	#	24	18	18
Number Scoring 85–100	#	#	#	#	#	#	4	14	12
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)