

# New York State School Report Card Comprehensive Information Report

BEDS Code: 02-29-02-04-0001

Grade Range : 6-12

Name: Bolivar-Richburg Junior-Senior High School

Principal: Charles Bostwick

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	69	85	58
Ungraded Elementary	0	0	0
Seventh	85	74	91
Eighth	102	77	75
Ninth	92	105	81
Tenth	83	84	99
Eleventh	73	77	75
Twelfth	73	70	70
Ungraded Secondary	0	8	10
Total K-12 Enrollment	577	580	559

## 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	0	0.0%	1	0.2%	3	0.5%
Black (Not Hispanic)	5	0.9%	6	1.0%	11	2.0%
Hispanic	0	0.0%	0	0.0%	2	0.4%
White (Not Hispanic)	572	99.1%	573	98.8%	543	97.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	16	16
Mathematics Grade 8	20	16	16
Science Grade 8	20	20	18
Social Studies Grade 8	19	19	18
English Grade 10	17	21	20
Mathematics Grade 10	19	21	16
Science Grade 10	33	27	25
Social Studies Grade 10	18	17	19

(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>
48	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

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>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</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>	223	38.7%	264	45.5%	191	34.2%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		92.8%		92.8%		94.8%
<b>Student Suspensions</b>	58	9.7%	38	6.6%	58	10.0%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	17.0%	20.2%	10.7%
<b>Public Assistance</b>	51-60%	51-60%	61-70%
<b>Student Stability</b>	96%	97%	99%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	54
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	10
Teachers with Temporary Licenses	5

\*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	59	18	31%	56	33	59%	67	36	54%
Students with Disabilities	1	0	0%	1	0	0%	0	0	0%
All Students	60	18	30%	57	33	58%	67	36	54%

\*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	18	27	0	6	4	12
Percent	27%	40%	0%	9%	6%	18%

## 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)
0	0	1	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			12		9	
	Entered GED Program*			1		1	
	Total Noncompleters			13		10	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	10	3.1%	13	3.8%	9	2.7%
	Entered GED Program*	3	0.9%	1	0.3%	1	0.3%
	Total Noncompleters	13	4.1%	14	4.1%	10	3.0%

\*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%	0%
2–3		0%	0%

## Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		0	187
	Number of Students with Disabilities		0	35
	Number of All Students		0	222
	Percent of Enrollment		0%	98%
9–12	Number of General-Education Students		0	294
	Number of Students with Disabilities		0	31
	Number of All Students		0	325
	Percent of Enrollment		0%	98%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	41	78%	12	58%	19	26%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	23	78%	65	55%	47	68%

### 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	1	#	6	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%	2	#	0	0%
Science	2	#	3	#	0	0%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	2	#	1	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	67%	14	86%	11	45%
Science	7	57%	11	73%	10	60%
Reading	7	57%	1	#	8	25%
Writing	3	#	0	0%	7	100%
Global Studies	3	#	6	17%	3	#
U.S. Hist & Gov't	1	#	2	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	79	73	85	7	4	8
Number Scoring 55–100	69	65	74	4	#	3
Number Scoring 65–100	60	55	56	4	#	2
Number Scoring 85–100	14	23	12	0	#	0
Percentage of Tested Scoring 55–100	87%	89%	87%	57%	#	38%
Percentage of Tested Scoring 65–100	76%	75%	66%	57%	#	25%
Percentage of Tested Scoring 85–100	18%	32%	14%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	0	92	120	0	8	9
Number Scoring 55–100	0	66	92	0	3	1
Number Scoring 65–100	0	50	74	0	2	1
Number Scoring 85–100	0	8	14	0	0	0
Percentage of Tested Scoring 55–100	0%	72%	77%	0%	38%	11%
Percentage of Tested Scoring 65–100	0%	54%	62%	0%	25%	11%
Percentage of Tested Scoring 85–100	0%	9%	12%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	24	0	0	0
Number Scoring 55–100	0	0	17	0	0	0
Number Scoring 65–100	0	0	12	0	0	0
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	71%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	50%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	4%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	95	85	95	7	11	5
Number Scoring 55–100	92	75	89	6	6	2
Number Scoring 65–100	79	69	87	3	5	1
Number Scoring 85–100	36	20	40	0	1	0
Percentage of Tested Scoring 55–100	97%	88%	94%	86%	55%	40%
Percentage of Tested Scoring 65–100	83%	81%	92%	43%	45%	20%
Percentage of Tested Scoring 85–100	38%	24%	42%	0%	9%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	70	74	78	3	4	8
Number Scoring 55–100	62	66	75	#	#	7
Number Scoring 65–100	59	58	70	#	#	4
Number Scoring 85–100	29	30	30	#	#	1
Percentage of Tested Scoring 55–100	89%	89%	96%	#	#	88%
Percentage of Tested Scoring 65–100	84%	78%	90%	#	#	50%
Percentage of Tested Scoring 85–100	41%	41%	38%	#	#	12%

(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	60	85	82	3	6	3
Number Scoring 55–100	60	76	81	#	3	#
Number Scoring 65–100	58	76	76	#	3	#
Number Scoring 85–100	4	12	20	#	1	#
Percentage of Tested Scoring 55–100	100%	89%	99%	#	50%	#
Percentage of Tested Scoring 65–100	97%	89%	93%	#	50%	#
Percentage of Tested Scoring 85–100	7%	14%	24%	#	17%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	98	115	100	11	10	9
Number Scoring 55–100	79	93	87	6	8	6
Number Scoring 65–100	66	78	76	4	4	6
Number Scoring 85–100	18	32	23	0	0	0
Percentage of Tested Scoring 55–100	81%	81%	87%	55%	80%	67%
Percentage of Tested Scoring 65–100	67%	68%	76%	36%	40%	67%
Percentage of Tested Scoring 85–100	18%	28%	23%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		35	34		0	0
Number Scoring 55–100		33	28		0	0
Number Scoring 65–100		23	15		0	0
Number Scoring 85–100		1	1		0	0
Percentage of Tested Scoring 55–100		94%	82%		0%	0%
Percentage of Tested Scoring 65–100		66%	44%		0%	0%
Percentage of Tested Scoring 85–100		3%	3%		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	12	5	16	0	0	0
Number Scoring 55–100	12	5	15	0	0	0
Number Scoring 65–100	12	5	15	0	0	0
Number Scoring 85–100	7	1	5	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	20%	31%	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	39	27	31	0	0	0
Number Scoring 55–100	38	26	30	0	0	0
Number Scoring 65–100	33	25	28	0	0	0
Number Scoring 85–100	13	6	10	0	0	0
Percentage of Tested Scoring 55–100	97%	96%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	93%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	22%	32%	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	63	28	6	0	1	0
Number Scoring 55–100	42	18	4	0	#	0
Number Scoring 65–100	31	12	2	0	#	0
Number Scoring 85–100	12	2	0	0	#	0
Percentage of Tested Scoring 55–100	67%	64%	67%	0%	#	0%
Percentage of Tested Scoring 65–100	49%	43%	33%	0%	#	0%
Percentage of Tested Scoring 85–100	19%	7%	0%	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	39	25	4	1	0	0
Number Scoring 55–100	35	23	#	#	0	0
Number Scoring 65–100	32	23	#	#	0	0
Number Scoring 85–100	7	7	#	#	0	0
Percentage of Tested Scoring 55–100	90%	92%	#	#	0%	0%
Percentage of Tested Scoring 65–100	82%	92%	#	#	0%	0%
Percentage of Tested Scoring 85–100	18%	28%	#	#	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	55	89%	29	90%	41	85%
Students with Disabilities	10	70%	8	63%	8	75%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## 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	66	0%	24%	65%	11%
	Students with Disabilities	8	0%	75%	25%	0%
	All Students	74	0%	30%	61%	9%

(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	69	69	69	2	2	2	71	71	71
Number Scoring 55–64	#	#	#	#	#	#	3	7	5
Number Scoring 65–84	#	#	#	#	#	#	32	31	40
Number Scoring 85–100	#	#	#	#	#	#	34	29	23
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)