

# New York State School Report Card Comprehensive Information Report

BEDS Code: 01-07-01-03-0001  
 Name: Heatly School  
 Principal: Herb Perkins

Grade Range : K-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	22	26	31
First	27	25	22
Second	20	22	25
Third	21	27	21
Fourth	30	22	28
Fifth	24	33	24
Sixth	17	21	29
Ungraded Elementary	0	0	0
Seventh	15	21	29
Eighth	26	17	18
Ninth	28	33	21
Tenth	23	28	28
Eleventh	18	18	24
Twelfth	26	18	16
Ungraded Secondary	0	0	0
Total K-12 Enrollment	297	311	316

## 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	0	0.0%	5	1.6%	3	0.9%
Black (Not Hispanic)	14	4.7%	13	4.2%	20	6.3%
Hispanic	1	0.3%	2	0.6%	10	3.2%
White (Not Hispanic)	282	94.9%	291	93.6%	283	89.6%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	23	26	16
Common Branch	19	24	23
English Grade 8	14	17	18
Mathematics Grade 8	13	17	16
Science Grade 8	26	13	18
Social Studies Grade 8	13	16	18
English Grade 10	12	15	14
Mathematics Grade 10	15	12	17
Science Grade 10	13	10	17
Social Studies Grade 10	12	15	16

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	3	1.0%	3	1.0%
Eligible for Free Lunch	68	22.9%	74	23.8%	90	28.5%

### 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		95.3%		94.7%		94.7%
Student Suspensions	9	3.0%	17	5.7%	11	3.5%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	15.8%	18.3%	16.8%
Public Assistance	1-10%	11-20%	21-30%
Student Stability	96%	94%	94%

### Staff Counts

Staff	2003-04
Total Teachers	32
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*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	23	9	39%	16	8	50%	15	7	47%
Students with Disabilities	0	0	0%	1	0	0%	0	0	0%
All Students	23	9	39%	17	8	47%	15	7	47%

\*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	3	8	0	1	1	2
Percent	20%	53%	0%	7%	7%	13%

## 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)
0	0	0	0

\*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		1		0	0.0%
	Entered GED Program*	2		4		0	0.0%
	Total Noncompleters	2		5		0	0.0%
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%	1	1.0%	0	0.0%
	Entered GED Program*	2	2.1%	4	4.1%	0	0.0%
	Total Noncompleters	2	2.1%	5	5.2%	0	0.0%

\*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	30	13	29
	Number of Students with Disabilities	10	4	0
	Number of All Students	40	17	29
	Percent of Enrollment	69%	29%	38%
9-12	Number of General-Education Students	0	24	16
	Number of Students with Disabilities	0	4	0
	Number of All Students	0	28	16
	Percent of Enrollment	0%	29%	18%

## 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	14	100%	3	#	5	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	11	91%	10	100%	12	100%

## 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	1	#	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	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	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	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	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	18	18	23	1	0	2
Number Scoring 55-100	18	18	23	#	0	#
Number Scoring 65-100	11	15	18	#	0	#
Number Scoring 85-100	6	5	9	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	61%	83%	78%	#	0%	#
Percentage of Tested Scoring 85-100	33%	28%	39%	#	0%	#
<b>Mathematics A</b>						
Number Tested	21	19	24	2	0	3
Number Scoring 55-100	17	17	24	#	0	#
Number Scoring 65-100	14	16	22	#	0	#
Number Scoring 85-100	5	8	6	#	0	#
Percentage of Tested Scoring 55-100	81%	89%	100%	#	0%	#
Percentage of Tested Scoring 65-100	67%	84%	92%	#	0%	#
Percentage of Tested Scoring 85-100	24%	42%	25%	#	0%	#
<b>Mathematics B</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	25	25	32	3	3	6
Number Scoring 55-100	25	22	30	#	#	6
Number Scoring 65-100	20	22	27	#	#	6
Number Scoring 85-100	7	7	7	#	#	0
Percentage of Tested Scoring 55-100	100%	88%	94%	#	#	100%
Percentage of Tested Scoring 65-100	80%	88%	84%	#	#	100%
Percentage of Tested Scoring 85-100	28%	28%	22%	#	#	0%
<b>U.S. History and Government</b>						
Number Tested	23	17	23	1	0	2
Number Scoring 55-100	22	17	23	#	0	#
Number Scoring 65-100	20	14	21	#	0	#
Number Scoring 85-100	5	9	8	#	0	#
Percentage of Tested Scoring 55-100	96%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	87%	82%	91%	#	0%	#
Percentage of Tested Scoring 85-100	22%	53%	35%	#	0%	#

(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	28	22	22	3	4	3
Number Scoring 55-100	27	22	21	#	#	#
Number Scoring 65-100	24	19	16	#	#	#
Number Scoring 85-100	5	2	0	#	#	#
Percentage of Tested Scoring 55-100	96%	100%	95%	#	#	#
Percentage of Tested Scoring 65-100	86%	86%	73%	#	#	#
Percentage of Tested Scoring 85-100	18%	9%	0%	#	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	1	0	0	1	0	0
Number Scoring 55-100	#	0	0	#	0	0
Number Scoring 65-100	#	0	0	#	0	0
Number Scoring 85-100	#	0	0	#	0	0
Percentage of Tested Scoring 55-100	#	0%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	#	0%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	#	0%	0%	#	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	11	12	13	0	0	0
Number Scoring 55-100	11	11	13	0	0	0
Number Scoring 65-100	10	9	11	0	0	0
Number Scoring 85-100	2	4	1	0	0	0
Percentage of Tested Scoring 55-100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	75%	85%	0%	0%	0%
Percentage of Tested Scoring 85-100	18%	33%	8%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			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
<b>Comprehensive French</b>						
Number Tested	11	7	8	0	0	0
Number Scoring 55-100	10	7	8	0	0	0
Number Scoring 65-100	8	7	8	0	0	0
Number Scoring 85-100	3	5	4	0	0	0
Percentage of Tested Scoring 55-100	91%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	73%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	27%	71%	50%	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	5	3	11	0	0	1
Number Scoring 55-100	5	#	10	0	0	#
Number Scoring 65-100	5	#	10	0	0	#
Number Scoring 85-100	3	#	2	0	0	#
Percentage of Tested Scoring 55-100	100%	#	91%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	#	91%	0%	0%	#
Percentage of Tested Scoring 85-100	60%	#	18%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	11	11	0	0	0	0
Number Scoring 55-100	11	10	0	0	0	0
Number Scoring 65-100	8	9	0	0	0	0
Number Scoring 85-100	1	5	0	0	0	0
Percentage of Tested Scoring 55-100	100%	91%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	73%	82%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	9%	45%	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	0	0%	1	#	5	100%
Students with Disabilities	0	0%	3	#	6	50%

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	22	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	24	4%	13%	42%	42%

## 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	16	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	17	0%	53%	41%	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
<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

## 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	18	18	18	2	2	2	20	20	20
Number Scoring 55–64	#	#	#	#	#	#	1	2	1
Number Scoring 65–84	#	#	#	#	#	#	10	6	14
Number Scoring 85–100	#	#	#	#	#	#	8	9	4
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)