

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	2002-03	2003-04	2004-05
Pre-K	18	18	18
Kindergarten	39	44	33
First	37	35	48
Second	38	36	30
Third	43	39	38
Fourth	45	47	43
Fifth	55	46	47
Sixth	59	53	45
Ungraded Elementary	0	0	0
Seventh	50	63	57
Eighth	56	49	62
Ninth	63	64	49
Tenth	57	60	59
Eleventh	46	52	60
Twelfth	52	49	45
Ungraded Secondary	0	0	0
Total K-12 Enrollment	640	637	616

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	3	0.5%	3	0.5%	3	0.5%
Black (Not Hispanic)	3	0.5%	2	0.3%	5	0.8%
Hispanic	0	0.0%	0	0.0%	2	0.3%
White (Not Hispanic)	634	99.1%	632	99.2%	606	98.4%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	13	15	11
Common Branch	15	16	16
English Grade 8	18	16	19
Mathematics Grade 8	18	17	20
Science Grade 8	17	17	20
Social Studies Grade 8	18	16	22
English Grade 10	19	21	19
Mathematics Grade 10	18	17	20
Science Grade 10	0	23	18
Social Studies Grade 10	16	26	21

(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	230	35.9%	214	33.6%	204	33.1%

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		93.2%		94.0%		87.0%
Student Suspensions	47	7.2%	41	6.4%	43	6.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	17.5%	18.4%	16.6%
Public Assistance	31-40%	41-50%	51-60%
Student Stability	98%	100%	100%

Staff Counts

Staff	2004-05
Total Teachers	55
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	51	40	36
	Regents Diplomas	25	33	30
	% Regents Diplomas	49%	82%	83%
	Regents Diplomas with Advanced Designation**			9
	% Regents Diplomas with Advanced Designation			25%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	1	5	3
	Regents Diplomas	0	2	2
	% Regents Diplomas	0%	40%	67%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	2	2	1
All Students	Total Graduates*	52	45	39
	Regents Diplomas	25	35	32
	% Regents Diplomas	48%	78%	82%
	Regents Diplomas with Advanced Designation**			10
	% Regents Diplomas with Advanced Designation			26%
	IEP Diplomas or Local Certificates	2	2	1

* 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	16	12	0	2	6	0	0	0
	Percent	44%	33%	0%	6%	17%	0%	0%	0%
Students with Disabilities	Number	1	2	0	0	0	0	0	0
	Percent	33%	67%	0%	0%	0%	0%	0%	0%
All Students	Number	17	14	0	2	6	0	0	0
	Percent	44%	36%	0%	5%	15%	0%	0%	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	12		5	2.5%	4	2.1%
	Entered GED Program*	5		1	0.5%	4	2.1%
	Total Noncompleters	17		6	3.0%	8	4.2%
Students with Disabilities	Dropped Out	1		3	8.1%	1	2.9%
	Entered GED Program*	0		2	5.4%	1	2.9%
	Total Noncompleters	1		5	13.5%	2	5.7%
All Students	Dropped Out	13	6.0%	8	3.4%	5	2.2%
	Entered GED Program*	5	2.3%	3	1.3%	5	2.2%
	Total Noncompleters	18	8.3%	11	4.6%	10	4.5%

*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	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	162	169
	Number of Students with Disabilities	0	38	31
	Number of All Students	0	200	200
	Percent of Enrollment	0%	89%	94%

(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	29	86%	28	82%	15	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	18	89%	28	100%	29	97%
Spanish	0	0%	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	4	#
Science	0	0%	2	#	2	#
Reading	1	#	2	#	0	0%
Writing	1	#	2	#	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	9	89%	14	71%
Science	1	#	6	83%	8	75%
Reading	1	#	4	#	7	57%
Writing	2	#	4	#	7	57%
Global Studies	4	#	3	#	4	#
U.S. Hist & Gov't	1	#	0	0%	4	#

(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	50	51	64	5	5	7
Number Scoring 55-100	45	46	57	3	5	3
Number Scoring 65-100	41	40	50	2	4	3
Number Scoring 85-100	15	15	23	0	1	0
Percentage of Tested Scoring 55-100	90%	90%	89%	60%	100%	43%
Percentage of Tested Scoring 65-100	82%	78%	78%	40%	80%	43%
Percentage of Tested Scoring 85-100	30%	29%	36%	0%	20%	0%
Mathematics A						
Number Tested	61	63	49	5	1	8
Number Scoring 55-100	47	62	43	3	#	5
Number Scoring 65-100	43	58	40	3	#	5
Number Scoring 85-100	10	16	17	0	#	1
Percentage of Tested Scoring 55-100	77%	98%	88%	60%	#	62%
Percentage of Tested Scoring 65-100	70%	92%	82%	60%	#	62%
Percentage of Tested Scoring 85-100	16%	25%	35%	0%	#	12%
Mathematics B						
Number Tested	0	14	20	0	1	0
Number Scoring 55-100	0	13	18	0	#	0
Number Scoring 65-100	0	10	14	0	#	0
Number Scoring 85-100	0	1	1	0	#	0
Percentage of Tested Scoring 55-100	0%	93%	90%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	71%	70%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	7%	5%	0%	#	0%
Global History and Geography						
Number Tested	48	72	60	6	11	7
Number Scoring 55-100	44	67	58	6	8	5
Number Scoring 65-100	42	56	52	5	6	5
Number Scoring 85-100	20	29	31	1	1	2
Percentage of Tested Scoring 55-100	92%	93%	97%	100%	73%	71%
Percentage of Tested Scoring 65-100	88%	78%	87%	83%	55%	71%
Percentage of Tested Scoring 85-100	42%	40%	52%	17%	9%	29%
U.S. History and Government						
Number Tested	47	49	62	4	5	5
Number Scoring 55-100	44	45	48	#	5	2
Number Scoring 65-100	42	41	39	#	4	2
Number Scoring 85-100	15	18	21	#	3	0
Percentage of Tested Scoring 55-100	94%	92%	77%	#	100%	40%
Percentage of Tested Scoring 65-100	89%	84%	63%	#	80%	40%
Percentage of Tested Scoring 85-100	32%	37%	34%	#	60%	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	61	40	53	10	2	9
Number Scoring 55-100	58	40	52	10	#	8
Number Scoring 65-100	55	37	47	8	#	7
Number Scoring 85-100	24	19	28	1	#	2
Percentage of Tested Scoring 55-100	95%	100%	98%	100%	#	89%
Percentage of Tested Scoring 65-100	90%	93%	89%	80%	#	78%
Percentage of Tested Scoring 85-100	39%	47%	53%	10%	#	22%
Physical Setting/Earth Science						
Number Tested	43	65	46	7	9	2
Number Scoring 55-100	40	63	44	7	9	#
Number Scoring 65-100	33	55	36	5	8	#
Number Scoring 85-100	6	18	14	2	1	#
Percentage of Tested Scoring 55-100	93%	97%	96%	100%	100%	#
Percentage of Tested Scoring 65-100	77%	85%	78%	71%	89%	#
Percentage of Tested Scoring 85-100	14%	28%	30%	29%	11%	#
Physical Setting/Chemistry						
Number Tested	51	23	25	2	1	0
Number Scoring 55-100	45	23	24	#	#	0
Number Scoring 65-100	29	20	18	#	#	0
Number Scoring 85-100	4	5	4	#	#	0
Percentage of Tested Scoring 55-100	88%	100%	96%	#	#	0%
Percentage of Tested Scoring 65-100	57%	87%	72%	#	#	0%
Percentage of Tested Scoring 85-100	8%	22%	16%	#	#	0%
Physical Setting/Physics						
Number Tested		1	12		0	1
Number Scoring 55-100		#	12		0	#
Number Scoring 65-100		#	11		0	#
Number Scoring 85-100		#	6		0	#
Percentage of Tested Scoring 55-100		#	100%		0%	#
Percentage of Tested Scoring 65-100		#	92%		0%	#
Percentage of Tested Scoring 85-100		#	50%		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	16	13	15	0	0	0
Number Scoring 55-100	16	13	15	0	0	0
Number Scoring 65-100	16	13	15	0	0	0
Number Scoring 85-100	8	10	10	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	50%	77%	67%	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	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 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	11	17	12	1	0	0
Number Scoring 55-100	11	17	12	#	0	0
Number Scoring 65-100	10	17	12	#	0	0
Number Scoring 85-100	4	12	6	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	91%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	36%	71%	50%	#	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	45	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	49	8%	12%	51%	29%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	52	0%	35%	46%	19%
	Students with Disabilities	15	13%	53%	20%	13%
	All Students	67	3%	39%	40%	18%

(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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	38	38	38	4	4	4	42	42	42
Number Scoring 55–64	#	#	#	#	#	#	5	5	0
Number Scoring 65–84	#	#	#	#	#	#	18	17	27
Number Scoring 85–100	#	#	#	#	#	#	19	16	14
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)