

# 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	2000–2001	2001–2002	2002–2003
Pre-K	18	18	18
Kindergarten	43	41	39
First	47	38	37
Second	49	44	38
Third	59	46	43
Fourth	58	50	45
Fifth	48	55	55
Sixth	55	47	59
Ungraded Elementary	0	0	0
Seventh	61	51	50
Eighth	56	61	56
Ninth	63	66	63
Tenth	64	51	57
Eleventh	51	59	46
Twelfth	41	42	52
Ungraded Secondary	0	0	0
Total K-12 Enrollment	695	651	640

## 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	3	0.4%	3	0.5%	3	0.5%
Black (Not Hispanic)	3	0.4%	4	0.6%	3	0.5%
Hispanic	2	0.3%	1	0.2%	0	0.0%
White (Not Hispanic)	687	98.8%	643	98.8%	634	99.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	15	14	13
Common Branch	18	15	15
English Grade 8	10	21	18
Mathematics Grade 8	11	21	18
Science Grade 8	11	0	17
Social Studies Grade 8	10	0	18
English Grade 10	26	22	19
Mathematics Grade 10	0	0	18
Science Grade 10	13	0	0
Social Studies Grade 10	21	20	16

(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. Assessment results and accountability measures for schools in this group are compared with similar 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	241	34.7%	227	34.9%	230	35.9%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.0%		93.0%		93.2%
Student Suspensions	64	9.0%	78	11.2%	47	7.2%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.8%	13.5%	17.5%
Public Assistance	11-20%	11-20%	31-40%
Student Stability	80%	98%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	56
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

\*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	39	24	62%	33	25	76%	51	25	49%
Students with Disabilities	1	0	0%	3	2	67%	1	0	0%
All Students	40	24	60%	36	27	75%	52	25	48%

\*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	15	21	2	2	9	3
Percent	29%	40%	4%	4%	17%	6%

## 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)
1	0	2	3

\*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			7		12	
	Entered GED Program*			5		5	
	Total Noncompleters			12		17	
Students with Disabilities	Dropped Out			3		1	
	Entered GED Program*			0		0	
	Total Noncompleters			3		1	
All Students	Dropped Out	10	4.6%	10	4.6%	13	6.0%
	Entered GED Program*	4	1.8%	5	2.3%	5	2.3%
	Total Noncompleters	14	6.4%	15	6.9%	18	8.3%

\*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	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%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	34	94%	26	100%	29	86%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	11	100%	19	95%	18	89%
Spanish	0	0%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	1	#	1	#	0	0%
Spanish	0	0%	0	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%	0	0%	2	#
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	4	#
Science	3	#	0	0%	1	#
Reading	2	#	1	#	1	#
Writing	3	#	1	#	2	#
Global Studies	3	#	1	#	4	#
U.S. Hist & Gov't	0	0%	1	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	45	61	50	7	2	5
Number Scoring 55–100	44	52	45	6	#	3
Number Scoring 65–100	31	41	41	1	#	2
Number Scoring 85–100	2	17	15	0	#	0
Percentage of Tested Scoring 55–100	98%	85%	90%	86%	#	60%
Percentage of Tested Scoring 65–100	69%	67%	82%	14%	#	40%
Percentage of Tested Scoring 85–100	4%	28%	30%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	15	61	61	1	2	5
Number Scoring 55–100	6	46	47	#	#	3
Number Scoring 65–100	3	39	43	#	#	3
Number Scoring 85–100	0	14	10	#	#	0
Percentage of Tested Scoring 55–100	40%	75%	77%	#	#	60%
Percentage of Tested Scoring 65–100	20%	64%	70%	#	#	60%
Percentage of Tested Scoring 85–100	0%	23%	16%	#	#	0%
<b>Mathematics B (first administered June 2001)</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	60	51	48	2	3	6
Number Scoring 55–100	58	44	44	#	#	6
Number Scoring 65–100	54	41	42	#	#	5
Number Scoring 85–100	23	14	20	#	#	1
Percentage of Tested Scoring 55–100	97%	86%	92%	#	#	100%
Percentage of Tested Scoring 65–100	90%	80%	88%	#	#	83%
Percentage of Tested Scoring 85–100	38%	27%	42%	#	#	17%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	42	59	47	5	1	4
Number Scoring 55–100	39	54	44	4	#	#
Number Scoring 65–100	34	44	42	2	#	#
Number Scoring 85–100	19	14	15	1	#	#
Percentage of Tested Scoring 55–100	93%	92%	94%	80%	#	#
Percentage of Tested Scoring 65–100	81%	75%	89%	40%	#	#
Percentage of Tested Scoring 85–100	45%	24%	32%	20%	#	#

(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	47	93	61	2	7	10
Number Scoring 55–100	46	91	58	#	7	10
Number Scoring 65–100	45	85	55	#	5	8
Number Scoring 85–100	6	24	24	#	1	1
Percentage of Tested Scoring 55–100	98%	98%	95%	#	100%	100%
Percentage of Tested Scoring 65–100	96%	91%	90%	#	71%	80%
Percentage of Tested Scoring 85–100	13%	26%	39%	#	14%	10%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	58	7	43	2	1	7
Number Scoring 55–100	43	2	40	#	#	7
Number Scoring 65–100	33	1	33	#	#	5
Number Scoring 85–100	11	0	6	#	#	2
Percentage of Tested Scoring 55–100	74%	29%	93%	#	#	100%
Percentage of Tested Scoring 65–100	57%	14%	77%	#	#	71%
Percentage of Tested Scoring 85–100	19%	0%	14%	#	#	29%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		37	51		1	2
Number Scoring 55–100		28	45		#	#
Number Scoring 65–100		13	29		#	#
Number Scoring 85–100		1	4		#	#
Percentage of Tested Scoring 55–100		76%	88%		#	#
Percentage of Tested Scoring 65–100		35%	57%		#	#
Percentage of Tested Scoring 85–100		3%	8%		#	#
<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	7	16	16	0	0	0
Number Scoring 55–100	7	16	16	0	0	0
Number Scoring 65–100	7	15	16	0	0	0
Number Scoring 85–100	4	6	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	57%	38%	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	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 Latin</b>						
Number Tested	17	13	11	0	0	1
Number Scoring 55–100	17	13	11	0	0	#
Number Scoring 65–100	17	13	10	0	0	#
Number Scoring 85–100	8	4	4	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	91%	0%	0%	#
Percentage of Tested Scoring 85–100	47%	31%	36%	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	32	2	0	0	0	0
Number Scoring 55–100	26	#	0	0	0	0
Number Scoring 65–100	24	#	0	0	0	0
Number Scoring 85–100	15	#	0	0	0	0
Percentage of Tested Scoring 55–100	81%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	75%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	#	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	29	18	16	1	0	0
Number Scoring 55–100	28	17	15	#	0	0
Number Scoring 65–100	27	16	14	#	0	0
Number Scoring 85–100	14	9	7	#	0	0
Percentage of Tested Scoring 55–100	97%	94%	94%	#	0%	0%
Percentage of Tested Scoring 65–100	93%	89%	88%	#	0%	0%
Percentage of Tested Scoring 85–100	48%	50%	44%	#	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	32	88%	25	92%	36	89%
Students with Disabilities	3	#	3	#	3	#

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	53	4%	15%	68%	13%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	53	4%	15%	68%	13%

### 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	54	2%	54%	41%	4%
	Students with Disabilities	7	14%	43%	43%	0%
	All Students	61	3%	52%	41%	3%

(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	60	60	60	8	8	8	68	68	68
Number Scoring 55–64	4	8	4	0	1	0	4	9	4
Number Scoring 65–84	28	30	39	2	0	2	30	30	41
Number Scoring 85–100	22	13	11	0	0	0	22	13	11
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)