

New York State District Report Card Comprehensive Information Report

BEDS Code: 02-29-02-04-0000
 Name: Bolivar-Richburg Central School District
 Superintendent: Joseph Decerbo

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	54	64	64
Kindergarten	68	55	70
First	51	75	61
Second	63	52	72
Third	66	62	50
Fourth	58	68	63
Fifth	49	57	72
Sixth	85	58	64
Ungraded Elementary	8	9	9
Seventh	74	91	62
Eighth	77	75	88
Ninth	105	81	77
Tenth	84	99	79
Eleventh	77	75	92
Twelfth	70	70	76
Ungraded Secondary	8	10	9
Total K-12 Enrollment	943	937	944

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	0.2%	5	0.5%	2	0.2%
Black (Not Hispanic)	10	1.1%	15	1.6%	19	2.0%
Hispanic	2	0.2%	2	0.2%	2	0.2%
White (Not Hispanic)	929	98.5%	915	97.7%	921	97.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	18	18
Common Branch	17	18	20
English Grade 8	16	16	21
Mathematics Grade 8	16	16	17
Science Grade 8	20	18	20
Social Studies Grade 8	19	18	20
English Grade 10	21	20	15
Mathematics Grade 10	21	16	17
Science Grade 10	27	25	20
Social Studies Grade 10	17	19	17

(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	378	40.1%	345	36.8%	318	33.7%

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		89.0%		94.8%		94.5%
Student Suspensions	39	4.2%	62	6.6%	60	6.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	18.2%	13.0%	12.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	83
Total Other Professional Staff	10
Total Paraprofessionals	19
Teaching Out of Certification*	9

*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	56	33	59%	67	36	54%	67	48	72%
Students with Disabilities	1	0	0%	0	0	0%	4	1	25%
All Students	57	33	58%	67	36	54%	71	49	69%

*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	15	39	0	3	14	0
Percent	21%	55%	0%	4%	20%	0%

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)
4	1	2	6

*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	12		9		8	2.7%
	Entered GED Program*	1		1		7	2.4%
	Total Noncompleters	13		10		15	5.1%
Students with Disabilities	Dropped Out	1		0		4	10.8%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		0		4	10.8%
All Students	Dropped Out	13	3.8%	9	2.7%	12	3.6%
	Entered GED Program*	1	0.3%	1	0.3%	7	2.1%
	Total Noncompleters	14	4.1%	10	3.0%	19	5.7%

*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	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	0	187	182
	Number of Students with Disabilities	0	35	33
	Number of All Students	0	222	215
	Percent of Enrollment	0%	97%	99%
9-12	Number of General-Education Students	0	294	292
	Number of Students with Disabilities	0	31	31
	Number of All Students	0	325	323
	Percent of Enrollment	0%	98%	98%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	34		
Completed and Passed Regents Exams	34	100%	77%
Completed and had Course Average of 75% or More	34	100%	81%
Completed and Attained a HS Diploma or Equivalent	34	100%	96%
Completed and Whose Status is Known	34		
Completed and Were Successfully Placed	33	97%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	4	22%	30%
Underrepresented Gender Members Who Completed	0	.	19%

Enrollment data are for the 2003-2004 school year; completer 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	12	58%	19	26%	18	28%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	65	55%	47	68%	72	61%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	6	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	2	#	0	0%	2	#
Science	3	#	0	0%	1	#
Reading	0	0%	3	#	0	0%
Writing	0	0%	3	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	86%	11	45%	18	39%
Science	11	73%	10	60%	14	57%
Reading	1	#	8	25%	5	60%
Writing	0	0%	7	100%	4	#
Global Studies	6	17%	3	#	2	#
U.S. Hist & Gov't	2	#	1	#	0	0%

(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	73	85	99	4	8	2
Number Scoring 55-100	65	74	97	#	3	#
Number Scoring 65-100	55	56	85	#	2	#
Number Scoring 85-100	23	12	24	#	0	#
Percentage of Tested Scoring 55-100	89%	87%	98%	#	38%	#
Percentage of Tested Scoring 65-100	75%	66%	86%	#	25%	#
Percentage of Tested Scoring 85-100	32%	14%	24%	#	0%	#
Mathematics A						
Number Tested	92	120	103	8	9	8
Number Scoring 55-100	66	92	101	3	1	6
Number Scoring 65-100	50	74	94	2	1	5
Number Scoring 85-100	8	14	11	0	0	0
Percentage of Tested Scoring 55-100	72%	77%	98%	38%	11%	75%
Percentage of Tested Scoring 65-100	54%	62%	91%	25%	11%	62%
Percentage of Tested Scoring 85-100	9%	12%	11%	0%	0%	0%
Mathematics B						
Number Tested	0	24	44	0	0	0
Number Scoring 55-100	0	17	39	0	0	0
Number Scoring 65-100	0	12	29	0	0	0
Number Scoring 85-100	0	1	4	0	0	0
Percentage of Tested Scoring 55-100	0%	71%	89%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	50%	66%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	4%	9%	0%	0%	0%
Global History and Geography						
Number Tested	85	95	79	11	5	9
Number Scoring 55-100	75	89	73	6	2	6
Number Scoring 65-100	69	87	71	5	1	5
Number Scoring 85-100	20	40	31	1	0	0
Percentage of Tested Scoring 55-100	88%	94%	92%	55%	40%	67%
Percentage of Tested Scoring 65-100	81%	92%	90%	45%	20%	56%
Percentage of Tested Scoring 85-100	24%	42%	39%	9%	0%	0%
U.S. History and Government						
Number Tested	74	78	91	4	8	3
Number Scoring 55-100	66	75	80	#	7	#
Number Scoring 65-100	58	70	74	#	4	#
Number Scoring 85-100	30	30	34	#	1	#
Percentage of Tested Scoring 55-100	89%	96%	88%	#	88%	#
Percentage of Tested Scoring 65-100	78%	90%	81%	#	50%	#
Percentage of Tested Scoring 85-100	41%	38%	37%	#	12%	#

(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	85	82	77	6	3	5
Number Scoring 55-100	76	81	73	3	#	2
Number Scoring 65-100	76	76	70	3	#	2
Number Scoring 85-100	12	20	9	1	#	0
Percentage of Tested Scoring 55-100	89%	99%	95%	50%	#	40%
Percentage of Tested Scoring 65-100	89%	93%	91%	50%	#	40%
Percentage of Tested Scoring 85-100	14%	24%	12%	17%	#	0%
Physical Setting/Earth Science						
Number Tested	115	100	87	10	9	11
Number Scoring 55-100	93	87	63	8	6	2
Number Scoring 65-100	78	76	49	4	6	0
Number Scoring 85-100	32	23	17	0	0	0
Percentage of Tested Scoring 55-100	81%	87%	72%	80%	67%	18%
Percentage of Tested Scoring 65-100	68%	76%	56%	40%	67%	0%
Percentage of Tested Scoring 85-100	28%	23%	20%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	35	34	36	0	0	0
Number Scoring 55-100	33	28	33	0	0	0
Number Scoring 65-100	23	15	26	0	0	0
Number Scoring 85-100	1	1	3	0	0	0
Percentage of Tested Scoring 55-100	94%	82%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	66%	44%	72%	0%	0%	0%
Percentage of Tested Scoring 85-100	3%	3%	8%	0%	0%	0%
Physical Setting/Physics						
Number Tested			10			0
Number Scoring 55-100			8			0
Number Scoring 65-100			8			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			80%			0%
Percentage of Tested Scoring 65-100			80%			0%
Percentage of Tested Scoring 85-100			10%			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	5	16	6	0	0	0
Number Scoring 55-100	5	15	6	0	0	0
Number Scoring 65-100	5	15	6	0	0	0
Number Scoring 85-100	1	5	1	0	0	0
Percentage of Tested Scoring 55-100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	20%	31%	17%	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	27	31	14	0	0	0
Number Scoring 55-100	26	30	14	0	0	0
Number Scoring 65-100	25	28	13	0	0	0
Number Scoring 85-100	6	10	6	0	0	0
Percentage of Tested Scoring 55-100	96%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	90%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	22%	32%	43%	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	25	4	0	0	0	0
Number Scoring 55-100	23	#	0	0	0	0
Number Scoring 65-100	23	#	0	0	0	0
Number Scoring 85-100	7	#	0	0	0	0
Percentage of Tested Scoring 55-100	92%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	28%	#	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%	41	85%	35	100%
Students with Disabilities	8	63%	8	75%	5	60%

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	65	2%	11%	63%	25%
	Students with Disabilities	8	13%	25%	63%	0%
	All Students	73	3%	12%	63%	22%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	69	0%	33%	52%	14%
	Students with Disabilities	19	16%	79%	5%	0%
	All Students	88	3%	43%	42%	11%

(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	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	65	65	65	7	7	7	72	72	72
Number Scoring 55–64	4	1	1	1	1	2	5	2	3
Number Scoring 65–84	43	35	46	1	2	1	44	37	47
Number Scoring 85–100	18	29	18	1	1	1	19	30	19
Approved Alternatives	0	0	0	0	0	0	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
Listening and Speaking (Grade K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
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)