

# New York State School Report Card Comprehensive Information Report

BEDS Code: 02-08-01-04-0001

Grade Range : PK-12

Name: Belfast School

Principal: Sue Piechota

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	18	19	22
Kindergarten	32	21	26
First	37	40	26
Second	45	36	36
Third	36	45	36
Fourth	50	27	44
Fifth	42	48	29
Sixth	37	36	46
Ungraded Elementary	0	0	0
Seventh	54	40	35
Eighth	37	45	42
Ninth	44	33	52
Tenth	34	39	24
Eleventh	37	28	37
Twelfth	20	31	25
Ungraded Secondary	0	8	0
Total K-12 Enrollment	505	477	458

## 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	1	0.2%	1	0.2%	1	0.2%
Black (Not Hispanic)	1	0.2%	0	0.0%	0	0.0%
Hispanic	3	0.6%	4	0.8%	2	0.4%
White (Not Hispanic)	500	99.0%	472	99.0%	455	99.3%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	19	9	11
Common Branch	20	17	17
English Grade 8	0	0	0
Mathematics Grade 8	18	0	37
Science Grade 8	37	0	0
Social Studies Grade 8	0	0	0
English Grade 10	35	0	31
Mathematics Grade 10	10	18	17
Science Grade 10	29	39	24
Social Studies Grade 10	32	38	25

(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	125	24.8%	128	26.8%	130	28.4%

### 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		94.8%		95.1%		94.9%
Student Suspensions	75	14.7%	27	5.3%	22	4.6%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	21.8%	10.7%	14.0%
Public Assistance	51-60%	51-60%	51-60%
Student Stability	100%	100%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	40
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	1

\*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	20	12	60%	30	18	60%	23	11	48%
Students with Disabilities	0	0	0%	1	0	0%	0	0	0%
All Students	20	12	60%	31	18	58%	23	11	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	7	6	0	0	9	1
Percent	30%	26%	0%	0%	39%	4%

## 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	0	0

\*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			5		4	
	Entered GED Program*			0		0	
	Total Noncompleters			5		4	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	4	3.0%	5	3.7%	4	2.9%
	Entered GED Program*	6	4.4%	0	0.0%	0	0.0%
	Total Noncompleters	10	7.4%	5	3.7%	4	2.9%

\*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	43
	Number of Students with Disabilities		0	0
	Number of All Students		0	43
	Percent of Enrollment		0%	35%
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	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	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%	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	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%	4	#	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%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	3	#	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%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	34	25	35	1	1	2
Number Scoring 55–100	34	22	32	#	#	#
Number Scoring 65–100	29	19	25	#	#	#
Number Scoring 85–100	9	7	6	#	#	#
Percentage of Tested Scoring 55–100	100%	88%	91%	#	#	#
Percentage of Tested Scoring 65–100	85%	76%	71%	#	#	#
Percentage of Tested Scoring 85–100	26%	28%	17%	#	#	#
<b>Mathematics A</b>						
Number Tested	0	5	39	0	0	2
Number Scoring 55–100	0	5	29	0	0	#
Number Scoring 65–100	0	4	25	0	0	#
Number Scoring 85–100	0	0	5	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	74%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	80%	64%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	13%	0%	0%	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	10	0	0	0
Number Scoring 55–100	0	0	9	0	0	0
Number Scoring 65–100	0	0	7	0	0	0
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	70%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	10%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	34	35	23	5	0	1
Number Scoring 55–100	34	32	22	5	0	#
Number Scoring 65–100	28	27	21	1	0	#
Number Scoring 85–100	9	10	6	0	0	#
Percentage of Tested Scoring 55–100	100%	91%	96%	100%	0%	#
Percentage of Tested Scoring 65–100	82%	77%	91%	20%	0%	#
Percentage of Tested Scoring 85–100	26%	29%	26%	0%	0%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	31	25	31	1	2	0
Number Scoring 55–100	31	25	30	#	#	0
Number Scoring 65–100	31	19	29	#	#	0
Number Scoring 85–100	18	10	18	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	97%	#	#	0%
Percentage of Tested Scoring 65–100	100%	76%	94%	#	#	0%
Percentage of Tested Scoring 85–100	58%	40%	58%	#	#	0%

(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	25	33	20	1	0	1
Number Scoring 55–100	25	33	20	#	0	#
Number Scoring 65–100	23	32	18	#	0	#
Number Scoring 85–100	7	12	7	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	92%	97%	90%	#	0%	#
Percentage of Tested Scoring 85–100	28%	36%	35%	#	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	38	33	43	4	1	5
Number Scoring 55–100	37	24	35	#	#	3
Number Scoring 65–100	33	22	33	#	#	3
Number Scoring 85–100	21	8	16	#	#	0
Percentage of Tested Scoring 55–100	97%	73%	81%	#	#	60%
Percentage of Tested Scoring 65–100	87%	67%	77%	#	#	60%
Percentage of Tested Scoring 85–100	55%	24%	37%	#	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		12	13		0	0
Number Scoring 55–100		10	12		0	0
Number Scoring 65–100		9	10		0	0
Number Scoring 85–100		1	0		0	0
Percentage of Tested Scoring 55–100		83%	92%		0%	0%
Percentage of Tested Scoring 65–100		75%	77%		0%	0%
Percentage of Tested Scoring 85–100		8%	0%		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	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 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	13	9	8	0	0	0
Number Scoring 55–100	13	9	8	0	0	0
Number Scoring 65–100	13	9	8	0	0	0
Number Scoring 85–100	12	7	6	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	92%	78%	75%	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	26	35	0	0	1	0
Number Scoring 55–100	18	29	0	0	#	0
Number Scoring 65–100	13	23	0	0	#	0
Number Scoring 85–100	6	9	0	0	#	0
Percentage of Tested Scoring 55–100	69%	83%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	50%	66%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	23%	26%	0%	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	16	5	0	0	0	0
Number Scoring 55–100	12	2	0	0	0	0
Number Scoring 65–100	8	1	0	0	0	0
Number Scoring 85–100	1	0	0	0	0	0
Percentage of Tested Scoring 55–100	75%	40%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	50%	20%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	6%	0%	0%	0%	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	13	100%	19	95%	25	88%
Students with Disabilities	2	#	0	0%	7	57%

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	26	15%	19%	62%	4%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	26	15%	19%	62%	4%

## 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	42	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	43	0%	19%	58%	23%

(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	22	22	22	2	2	2	24	24	24
Number Scoring 55–64	#	#	#	#	#	#	1	4	1
Number Scoring 65–84	#	#	#	#	#	#	15	8	11
Number Scoring 85–100	#	#	#	#	#	#	8	10	12
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)