

# New York State District Report Card Comprehensive Information Report

BEDS Code: 44-13-01-06-0000  
 Name: Valley Central School District (Montgomery)  
 Superintendent: Richard M. Hooley

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	340	350	342
First	356	364	367
Second	342	374	362
Third	349	379	374
Fourth	349	383	372
Fifth	356	382	390
Sixth	437	391	408
Ungraded Elementary	101	101	34
Seventh	437	459	414
Eighth	417	427	466
Ninth	479	475	479
Tenth	403	442	455
Eleventh	353	376	394
Twelfth	365	373	379
Ungraded Secondary	0	43	0
Total K-12 Enrollment	5084	5319	5236

## 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	91	1.8%	103	1.9%	94	1.8%
Black (Not Hispanic)	306	6.0%	347	6.5%	336	6.4%
Hispanic	425	8.4%	452	8.5%	488	9.3%
White (Not Hispanic)	4262	83.8%	4417	83.0%	4318	82.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	23	21
Common Branch	22	23	22
English Grade 8	26	26	28
Mathematics Grade 8	24	24	24
Science Grade 8	23	24	25
Social Studies Grade 8	24	26	28
English Grade 10	26	25	25
Mathematics Grade 10	17	23	23
Science Grade 10	24	0	19
Social Studies Grade 10	26	24	23

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	40	0.8%	47	0.9%	49	0.9%
<b>Eligible for Free Lunch</b>	629	12.4%	835	15.7%	745	14.2%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.5%		94.1%		91.6%
<b>Student Suspensions</b>	205	4.1%	253	5.0%	237	4.5%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	8.0%	8.2%	8.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	388
Total Other Professional Staff	26
Total Paraprofessionals	99
Teaching Out of Certification*	7

\*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	279	177	63%	300	168	56%	333	203	61%
Students with Disabilities	29	2	7%	22	4	18%	3	1	33%
All Students	308	179	58%	322	172	53%	336	204	61%

\*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	152	126	8	16	18	16
Percent	45%	38%	2%	5%	5%	5%

## 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)
3	1	5	8

\*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	33		69		51	3.3%
	Entered GED Program*	0		0		11	0.7%
	Total Noncompleters	33		69		62	4.0%
Students with Disabilities	Dropped Out	6		14		22	11.1%
	Entered GED Program*	0		0		4	2.0%
	Total Noncompleters	6		14		26	13.1%
All Students	Dropped Out	39	2.4%	83	4.9%	73	4.2%
	Entered GED Program*	0	0.0%	0	0.0%	15	0.9%
	Total Noncompleters	39	2.4%	83	4.9%	88	5.1%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	32	94%	0	0%	19	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	68	100%	0	0%	105	82%

## 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	0	0%	0	0%	3	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	3	#
Science	8	63%	2	#	3	#
Reading	0	0%	0	0%	3	#
Writing	0	0%	1	#	3	#
Global Studies	1	#	1	#	2	#
U.S. Hist & Gov't	5	60%	2	#	3	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	35	51%	35	26%	13	38%
Science	51	51%	30	3%	4	#
Reading	10	70%	6	17%	3	#
Writing	7	71%	4	#	1	#
Global Studies	23	17%	25	24%	16	44%
U.S. Hist & Gov't	22	55%	20	35%	11	55%

(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	345	364	388	37	25	33
Number Scoring 55-100	317	344	365	24	15	18
Number Scoring 65-100	285	325	334	14	12	8
Number Scoring 85-100	101	137	125	0	2	1
Percentage of Tested Scoring 55-100	92%	95%	94%	65%	60%	55%
Percentage of Tested Scoring 65-100	83%	89%	86%	38%	48%	24%
Percentage of Tested Scoring 85-100	29%	38%	32%	0%	8%	3%
<b>Mathematics A</b>						
Number Tested	267	401	432	12	20	39
Number Scoring 55-100	232	362	424	5	13	34
Number Scoring 65-100	188	296	386	3	7	22
Number Scoring 85-100	65	56	144	0	0	3
Percentage of Tested Scoring 55-100	87%	90%	98%	42%	65%	87%
Percentage of Tested Scoring 65-100	70%	74%	89%	25%	35%	56%
Percentage of Tested Scoring 85-100	24%	14%	33%	0%	0%	8%
<b>Mathematics B</b>						
Number Tested	0	129	198	0	2	0
Number Scoring 55-100	0	117	190	0	#	0
Number Scoring 65-100	0	100	153	0	#	0
Number Scoring 85-100	0	23	53	0	#	0
Percentage of Tested Scoring 55-100	0%	91%	96%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	78%	77%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	18%	27%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	372	425	439	35	49	49
Number Scoring 55-100	339	384	392	24	24	31
Number Scoring 65-100	296	360	372	14	17	26
Number Scoring 85-100	59	135	153	1	1	4
Percentage of Tested Scoring 55-100	91%	90%	89%	69%	49%	63%
Percentage of Tested Scoring 65-100	80%	85%	85%	40%	35%	53%
Percentage of Tested Scoring 85-100	16%	32%	35%	3%	2%	8%
<b>U.S. History and Government</b>						
Number Tested	347	372	366	43	29	26
Number Scoring 55-100	315	344	339	28	12	15
Number Scoring 65-100	275	327	326	14	12	14
Number Scoring 85-100	89	147	164	0	2	2
Percentage of Tested Scoring 55-100	91%	92%	93%	65%	41%	58%
Percentage of Tested Scoring 65-100	79%	88%	89%	33%	41%	54%
Percentage of Tested Scoring 85-100	26%	40%	45%	0%	7%	8%

(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	327	726	480	31	78	44
Number Scoring 55-100	327	698	437	31	63	34
Number Scoring 65-100	320	665	406	30	55	28
Number Scoring 85-100	116	192	115	1	1	2
Percentage of Tested Scoring 55-100	100%	96%	91%	100%	81%	77%
Percentage of Tested Scoring 65-100	98%	92%	85%	97%	71%	64%
Percentage of Tested Scoring 85-100	35%	26%	24%	3%	1%	5%
<b>Physical Setting/Earth Science</b>						
Number Tested	271	134	500	13	4	49
Number Scoring 55-100	267	130	447	13	#	30
Number Scoring 65-100	257	124	399	13	#	20
Number Scoring 85-100	119	56	115	2	#	2
Percentage of Tested Scoring 55-100	99%	97%	89%	100%	#	61%
Percentage of Tested Scoring 65-100	95%	93%	80%	100%	#	41%
Percentage of Tested Scoring 85-100	44%	42%	23%	15%	#	4%
<b>Physical Setting/Chemistry</b>						
Number Tested	141	176	198	1	3	1
Number Scoring 55-100	137	173	196	#	#	#
Number Scoring 65-100	112	143	165	#	#	#
Number Scoring 85-100	20	36	40	#	#	#
Percentage of Tested Scoring 55-100	97%	98%	99%	#	#	#
Percentage of Tested Scoring 65-100	79%	81%	83%	#	#	#
Percentage of Tested Scoring 85-100	14%	20%	20%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			47			0
Number Scoring 55-100			43			0
Number Scoring 65-100			42			0
Number Scoring 85-100			15			0
Percentage of Tested Scoring 55-100			91%			0%
Percentage of Tested Scoring 65-100			89%			0%
Percentage of Tested Scoring 85-100			32%			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	22	49	40	0	0	0
Number Scoring 55-100	22	49	40	0	0	0
Number Scoring 65-100	21	48	40	0	0	0
Number Scoring 85-100	11	38	28	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	78%	70%	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	136	178	162	1	2	2
Number Scoring 55-100	136	175	159	#	#	#
Number Scoring 65-100	132	174	155	#	#	#
Number Scoring 85-100	75	94	72	#	#	#
Percentage of Tested Scoring 55-100	100%	98%	98%	#	#	#
Percentage of Tested Scoring 65-100	97%	98%	96%	#	#	#
Percentage of Tested Scoring 85-100	55%	53%	44%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	2	0	0	0	0	0
Number Scoring 55-100	#	0	0	0	0	0
Number Scoring 65-100	#	0	0	0	0	0
Number Scoring 85-100	#	0	0	0	0	0
Percentage of Tested Scoring 55-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	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	144	38	0	2	0	0
Number Scoring 55-100	140	32	0	#	0	0
Number Scoring 65-100	138	27	0	#	0	0
Number Scoring 85-100	108	6	0	#	0	0
Percentage of Tested Scoring 55-100	97%	84%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	96%	71%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	75%	16%	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	80	99%	68	97%	52	48%
Students with Disabilities	16	94%	16	63%	14	43%

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	344	3%	5%	60%	33%
	Students with Disabilities	59	37%	15%	47%	0%
	All Students	403	8%	6%	58%	28%

## 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	402	1%	31%	52%	15%
	Students with Disabilities	48	38%	44%	17%	2%
	All Students	450	5%	33%	49%	14%

(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	3	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	373	373	373	20	20	20	393	393	393
Number Scoring 55–64	16	18	7	4	2	3	20	20	10
Number Scoring 65–84	279	183	188	4	1	5	283	184	193
Number Scoring 85–100	62	141	159	1	1	1	63	142	160
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			17			1
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			1			#
Proficient (37-39)			14			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			17			1
Beginning (0-14)			1			#
Intermediate (15-24)			4			#
Advanced (25-32)			5			#
Proficient (33-35)			7			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			15			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			4			0
Proficient (37-39)			9			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			15			0
Beginning (0-14)			3			0
Intermediate (15-24)			2			0
Advanced (25-32)			4			0
Proficient (33-35)			6			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			2			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			2			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

\*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			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			3			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			10			0
Beginning (0-14)			0			0
Intermediate (15-24)			4			0
Advanced (25-32)			5			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			2			0
Proficient (37-39)			3			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			7			0
Beginning (0-14)			1			0
Intermediate (15-24)			1			0
Advanced (25-32)			2			0
Proficient (33-35)			3			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)