

# New York State School Report Card Comprehensive Information Report

BEDS Code: 62-09-01-06-0001  
 Name: Rondout Valley High School  
 Principal: William Cafiero

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	209	241	256
Tenth	210	215	232
Eleventh	216	192	203
Twelfth	205	196	184
Ungraded Secondary	0	0	0
Total K-12 Enrollment	840	844	875

## 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	10	1.2%	14	1.7%	14	1.6%
Black (Not Hispanic)	21	2.5%	18	2.1%	27	3.1%
Hispanic	11	1.3%	14	1.7%	22	2.5%
White (Not Hispanic)	798	95.0%	798	94.5%	812	92.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	22	22
Mathematics Grade 10	20	22	21
Science Grade 10	22	25	23
Social Studies Grade 10	22	23	20

(Form - A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	9	1.1%	0	0.0%	1	0.1%
Eligible for Free Lunch	188	22.4%	53	6.3%	109	12.5%

### 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		92.1%		92.0%		92.2%
Student Suspensions	76	9.3%	131	15.6%	83	9.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	11.6%	4.9%	5.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	98%	100%

### Staff Counts

Staff	2003-04
Total Teachers	62
Total Other Professional Staff	10
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 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	189	107	57%	174	124	71%	136	111	82%
Students with Disabilities	1	0	0%	10	4	40%	25	9	36%
All Students	190	107	56%	184	128	70%	161	120	75%

\*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	65	81	1	3	11	0
Percent	40%	50%	1%	2%	7%	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)
25	9	6	31

\*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	25		22		20	2.8%
	Entered GED Program*	3		2		9	1.3%
	Total Noncompleters	28		24		29	4.0%
Students with Disabilities	Dropped Out	6		3		7	4.3%
	Entered GED Program*	0		1		1	0.6%
	Total Noncompleters	6		4		8	5.0%
All Students	Dropped Out	31	3.7%	25	3.0%	27	3.1%
	Entered GED Program*	3	0.4%	3	0.4%	10	1.1%
	Total Noncompleters	34	4.0%	28	3.3%	37	4.2%

\*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	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	0	836
	Number of Students with Disabilities	0	0	40
	Number of All Students	0	0	876
	Percent of Enrollment	0%	0%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

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	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	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%	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	28	93%	5	80%	2	#
Science	16	81%	0	0%	10	50%
Reading	25	96%	3	#	0	0%
Writing	24	96%	2	#	0	0%
Global Studies	21	95%	0	0%	1	#
U.S. Hist & Gov't	28	100%	1	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	77%	23	70%	20	60%
Science	14	64%	9	78%	28	43%
Reading	5	80%	15	80%	3	#
Writing	2	#	11	55%	4	#
Global Studies	7	71%	7	14%	16	38%
U.S. Hist & Gov't	2	#	7	43%	14	29%

(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	186	185	195	14	24	25
Number Scoring 55-100	172	166	180	9	13	17
Number Scoring 65-100	156	144	161	5	10	12
Number Scoring 85-100	75	65	73	1	2	1
Percentage of Tested Scoring 55-100	92%	90%	92%	64%	54%	68%
Percentage of Tested Scoring 65-100	84%	78%	83%	36%	42%	48%
Percentage of Tested Scoring 85-100	40%	35%	37%	7%	8%	4%
<b>Mathematics A</b>						
Number Tested	70	239	173	4	26	23
Number Scoring 55-100	35	199	161	#	15	18
Number Scoring 65-100	32	174	143	#	12	13
Number Scoring 85-100	17	44	31	#	2	1
Percentage of Tested Scoring 55-100	50%	83%	93%	#	58%	78%
Percentage of Tested Scoring 65-100	46%	73%	83%	#	46%	57%
Percentage of Tested Scoring 85-100	24%	18%	18%	#	8%	4%
<b>Mathematics B</b>						
Number Tested	0	22	115	0	0	2
Number Scoring 55-100	0	20	91	0	0	#
Number Scoring 65-100	0	20	79	0	0	#
Number Scoring 85-100	0	3	21	0	0	#
Percentage of Tested Scoring 55-100	0%	91%	79%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	91%	69%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	14%	18%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	186	201	235	20	32	41
Number Scoring 55-100	175	172	174	18	16	22
Number Scoring 65-100	155	152	150	16	10	16
Number Scoring 85-100	33	58	60	0	0	1
Percentage of Tested Scoring 55-100	94%	86%	74%	90%	50%	54%
Percentage of Tested Scoring 65-100	83%	76%	64%	80%	31%	39%
Percentage of Tested Scoring 85-100	18%	29%	26%	0%	0%	2%
<b>U.S. History and Government</b>						
Number Tested	201	200	185	15	28	26
Number Scoring 55-100	189	183	168	11	22	19
Number Scoring 65-100	162	171	147	9	19	9
Number Scoring 85-100	53	60	78	0	1	2
Percentage of Tested Scoring 55-100	94%	92%	91%	73%	79%	73%
Percentage of Tested Scoring 65-100	81%	85%	79%	60%	68%	35%
Percentage of Tested Scoring 85-100	26%	30%	42%	0%	4%	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	196	226	242	24	31	29
Number Scoring 55-100	180	204	202	18	19	23
Number Scoring 65-100	173	186	188	15	14	17
Number Scoring 85-100	66	62	50	3	0	1
Percentage of Tested Scoring 55-100	92%	90%	83%	75%	61%	79%
Percentage of Tested Scoring 65-100	88%	82%	78%	62%	45%	59%
Percentage of Tested Scoring 85-100	34%	27%	21%	12%	0%	3%
<b>Physical Setting/Earth Science</b>						
Number Tested	166	166	171	22	26	29
Number Scoring 55-100	156	141	141	18	16	19
Number Scoring 65-100	142	130	121	16	12	14
Number Scoring 85-100	50	54	37	7	2	1
Percentage of Tested Scoring 55-100	94%	85%	82%	82%	62%	66%
Percentage of Tested Scoring 65-100	86%	78%	71%	73%	46%	48%
Percentage of Tested Scoring 85-100	30%	33%	22%	32%	8%	3%
<b>Physical Setting/Chemistry</b>						
Number Tested	101	100	96	3	5	1
Number Scoring 55-100	96	91	89	#	4	#
Number Scoring 65-100	69	68	73	#	3	#
Number Scoring 85-100	2	12	20	#	0	#
Percentage of Tested Scoring 55-100	95%	91%	93%	#	80%	#
Percentage of Tested Scoring 65-100	68%	68%	76%	#	60%	#
Percentage of Tested Scoring 85-100	2%	12%	21%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			40			2
Number Scoring 55-100			37			#
Number Scoring 65-100			33			#
Number Scoring 85-100			4			#
Percentage of Tested Scoring 55-100			93%			#
Percentage of Tested Scoring 65-100			82%			#
Percentage of Tested Scoring 85-100			10%			#

\* 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	32	29	27	2	0	0
Number Scoring 55-100	32	28	27	#	0	0
Number Scoring 65-100	32	27	27	#	0	0
Number Scoring 85-100	18	15	17	#	0	0
Percentage of Tested Scoring 55-100	100%	97%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	93%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	56%	52%	63%	#	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	113	87	64	1	0	0
Number Scoring 55-100	113	85	63	#	0	0
Number Scoring 65-100	113	82	63	#	0	0
Number Scoring 85-100	78	55	46	#	0	0
Percentage of Tested Scoring 55-100	100%	98%	98%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	94%	98%	#	0%	0%
Percentage of Tested Scoring 85-100	69%	63%	72%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	95	63	5	3	2	1
Number Scoring 55-100	85	49	4	#	#	#
Number Scoring 65-100	76	44	3	#	#	#
Number Scoring 85-100	41	14	0	#	#	#
Percentage of Tested Scoring 55-100	89%	78%	80%	#	#	#
Percentage of Tested Scoring 65-100	80%	70%	60%	#	#	#
Percentage of Tested Scoring 85-100	43%	22%	0%	#	#	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	89	93%	70	86%	84	85%
Students with Disabilities	18	56%	18	56%	17	65%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## 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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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

## 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	153	153	153	32	32	32	185	185	185
Number Scoring 55–64	8	4	2	3	2	1	11	6	3
Number Scoring 65–84	104	81	80	15	13	13	119	94	93
Number Scoring 85–100	32	57	67	0	2	6	32	59	73
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 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)