

# New York State School Report Card Comprehensive Information Report

BEDS Code: 50-04-02-06-0014  
 Name: Spring Valley High School  
 Principal: Beverly Davis

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	321	303	385
Tenth	336	333	299
Eleventh	303	338	328
Twelfth	318	272	298
Ungraded Secondary	0	0	18
Total K-12 Enrollment	1278	1246	1328

## 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	119	9.3%	110	8.8%	133	10.0%
Black (Not Hispanic)	742	58.1%	747	60.0%	777	58.5%
Hispanic	138	10.8%	146	11.7%	167	12.6%
White (Not Hispanic)	279	21.8%	243	19.5%	251	18.9%

## 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	18	22	13
English Grade 10	18	20	20
Mathematics Grade 10	20	24	23
Science Grade 10	26	24	24
Social Studies Grade 10	24	23	22

(Form - A)

**District Need to Resource Capacity Category**

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. 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
<b>Limited English Proficient</b>	150	11.7%	130	10.4%	178	13.6%
<b>Eligible for Free Lunch</b>	158	12.4%	407	32.7%	385	29.4%

**Attendance and Suspension**

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>Annual Attendance Rate</b>		90.9%		93.1%		92.6%
<b>Student Suspensions</b>	104	8.4%	37	2.9%	57	4.6%

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

	2001-02	2002-03	2003-04
<b>Reduced Lunch</b>	29.7%	11.2%	8.6%
<b>Public Assistance</b>	41-50%	41-50%	31-40%
<b>Student Stability</b>	93%	96%	96%

**Staff Counts**

Staff	2003-04
Total Teachers	103
Total Other Professional Staff	10
Total Paraprofessionals	NA
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	233	72	31%	193	58	30%	213	78	37%
Students with Disabilities	6	0	0%	11	1	9%	16	2	12%
All Students	239	72	30%	204	59	29%	229	80	35%

\*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	119	92	2	4	11	1
Percent	52%	40%	1%	2%	5%	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)
16	2	2	18

\*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	71		43		45	4.1%
	Entered GED Program*	14		14		27	2.4%
	Total Noncompleters	85		57		72	6.5%
Students with Disabilities	Dropped Out	0		1		5	2.9%
	Entered GED Program*	0		1		5	2.9%
	Total Noncompleters	0		2		10	5.8%
All Students	Dropped Out	71	5.6%	44	3.5%	50	3.9%
	Entered GED Program*	14	1.1%	15	1.2%	32	2.5%
	Total Noncompleters	85	6.7%	59	4.7%	82	6.4%

\*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	173	935
	Number of Students with Disabilities	0	112	50
	Number of All Students	0	285	985
	Percent of Enrollment	0%	23%	74%

## 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; completion 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%	32	94%	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	76	79%	58	59%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	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%	7	100%	2	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	67%	2	#	1	#
Science	27	59%	7	71%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	2	#
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	3	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	33%	21	76%	21	52%
Science	19	37%	18	83%	19	58%
Reading	0	0%	0	0%	0	0%
Writing	7	86%	2	#	8	63%
Global Studies	14	50%	13	31%	0	0%
U.S. Hist & Gov't	5	40%	1	#	7	57%

(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	255	258	243	17	18	16
Number Scoring 55-100	225	237	233	10	15	12
Number Scoring 65-100	182	219	214	6	12	9
Number Scoring 85-100	82	88	91	1	2	1
Percentage of Tested Scoring 55-100	88%	92%	96%	59%	83%	75%
Percentage of Tested Scoring 65-100	71%	85%	88%	35%	67%	56%
Percentage of Tested Scoring 85-100	32%	34%	37%	6%	11%	6%
<b>Mathematics A</b>						
Number Tested	288	336	281	17	23	21
Number Scoring 55-100	146	218	262	4	10	15
Number Scoring 65-100	101	144	221	1	2	10
Number Scoring 85-100	35	24	42	0	0	1
Percentage of Tested Scoring 55-100	51%	65%	93%	24%	43%	71%
Percentage of Tested Scoring 65-100	35%	43%	79%	6%	9%	48%
Percentage of Tested Scoring 85-100	12%	7%	15%	0%	0%	5%
<b>Mathematics B</b>						
Number Tested	0	148	129	0	5	3
Number Scoring 55-100	0	72	83	0	1	#
Number Scoring 65-100	0	55	65	0	0	#
Number Scoring 85-100	0	3	22	0	0	#
Percentage of Tested Scoring 55-100	0%	49%	64%	0%	20%	#
Percentage of Tested Scoring 65-100	0%	37%	50%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	2%	17%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	328	308	287	24	20	17
Number Scoring 55-100	261	263	245	12	15	12
Number Scoring 65-100	207	224	200	7	12	7
Number Scoring 85-100	25	70	85	1	1	0
Percentage of Tested Scoring 55-100	80%	85%	85%	50%	75%	71%
Percentage of Tested Scoring 65-100	63%	73%	70%	29%	60%	41%
Percentage of Tested Scoring 85-100	8%	23%	30%	4%	5%	0%
<b>U.S. History and Government</b>						
Number Tested	295	267	242	16	18	17
Number Scoring 55-100	262	246	217	12	16	13
Number Scoring 65-100	214	219	179	10	11	8
Number Scoring 85-100	43	76	60	1	2	1
Percentage of Tested Scoring 55-100	89%	92%	90%	75%	89%	76%
Percentage of Tested Scoring 65-100	73%	82%	74%	62%	61%	47%
Percentage of Tested Scoring 85-100	15%	28%	25%	6%	11%	6%

(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	254	214	302	17	8	20
Number Scoring 55-100	237	197	287	17	7	16
Number Scoring 65-100	219	176	255	15	5	12
Number Scoring 85-100	51	48	69	0	1	1
Percentage of Tested Scoring 55-100	93%	92%	95%	100%	88%	80%
Percentage of Tested Scoring 65-100	86%	82%	84%	88%	62%	60%
Percentage of Tested Scoring 85-100	20%	22%	23%	0%	12%	5%
<b>Physical Setting/Earth Science</b>						
Number Tested	224	334	238	14	26	18
Number Scoring 55-100	175	270	186	8	17	12
Number Scoring 65-100	141	203	151	4	9	6
Number Scoring 85-100	38	39	37	0	0	2
Percentage of Tested Scoring 55-100	78%	81%	78%	57%	65%	67%
Percentage of Tested Scoring 65-100	63%	61%	63%	29%	35%	33%
Percentage of Tested Scoring 85-100	17%	12%	16%	0%	0%	11%
<b>Physical Setting/Chemistry</b>						
Number Tested	147	188	104	1	6	2
Number Scoring 55-100	103	118	91	#	2	#
Number Scoring 65-100	44	63	64	#	2	#
Number Scoring 85-100	1	5	13	#	1	#
Percentage of Tested Scoring 55-100	70%	63%	88%	#	33%	#
Percentage of Tested Scoring 65-100	30%	34%	62%	#	33%	#
Percentage of Tested Scoring 85-100	1%	3%	12%	#	17%	#
<b>Physical Setting/Physics</b>						
Number Tested			50			0
Number Scoring 55-100			35			0
Number Scoring 65-100			25			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			70%			0%
Percentage of Tested Scoring 65-100			50%			0%
Percentage of Tested Scoring 85-100			6%			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	55	51	30	1	1	0
Number Scoring 55-100	52	50	30	#	#	0
Number Scoring 65-100	48	48	29	#	#	0
Number Scoring 85-100	24	33	19	#	#	0
Percentage of Tested Scoring 55-100	95%	98%	100%	#	#	0%
Percentage of Tested Scoring 65-100	87%	94%	97%	#	#	0%
Percentage of Tested Scoring 85-100	44%	65%	63%	#	#	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	133	120	110	2	2	0
Number Scoring 55-100	127	117	108	#	#	0
Number Scoring 65-100	124	114	104	#	#	0
Number Scoring 85-100	80	84	57	#	#	0
Percentage of Tested Scoring 55-100	95%	97%	98%	#	#	0%
Percentage of Tested Scoring 65-100	93%	95%	95%	#	#	0%
Percentage of Tested Scoring 85-100	60%	70%	52%	#	#	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	171	41	32	3	2	0
Number Scoring 55-100	127	31	21	#	#	0
Number Scoring 65-100	94	21	18	#	#	0
Number Scoring 85-100	30	1	8	#	#	0
Percentage of Tested Scoring 55-100	74%	76%	66%	#	#	0%
Percentage of Tested Scoring 65-100	55%	51%	56%	#	#	0%
Percentage of Tested Scoring 85-100	18%	2%	25%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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	2	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	234	234	234	21	21	21	255	255	255
Number Scoring 55–64	13	20	17	3	3	2	16	23	19
Number Scoring 65–84	177	117	144	7	8	9	184	125	153
Number Scoring 85–100	22	70	54	1	2	1	23	72	55
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)