

# New York State School Report Card Comprehensive Information Report

BEDS Code: 44-13-01-06-0004  
 Name: Valley Central High School  
 Principal: Darryl A. Imperati

Grade Range : 9-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	425	479	475
Tenth	402	403	442
Eleventh	348	353	376
Twelfth	359	365	373
Ungraded Secondary	0	0	18
Total K-12 Enrollment	1534	1600	1684

## 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	30	2.0%	40	2.5%	40	2.4%
Black (Not Hispanic)	90	5.9%	95	5.9%	94	5.6%
Hispanic	107	7.0%	131	8.2%	138	8.2%
White (Not Hispanic)	1307	85.2%	1334	83.4%	1412	83.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	24	26	25
Mathematics Grade 10	25	17	23
Science Grade 10	24	24	0
Social Studies Grade 10	26	26	24

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.4%	5	0.3%	12	0.7%
Eligible for Free Lunch	182	11.9%	228	14.2%	237	14.1%

### 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		90.1%		90.2%		92.2%
Student Suspensions	151	10.9%	132	8.6%	175	10.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.8%	10.5%	7.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	100%	94%

### Staff Counts

Staff	2002–2003
Total Teachers	109
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	297	193	65%	279	177	63%	300	168	56%
Students with Disabilities	18	1	6%	26	2	8%	22	4	18%
All Students	315	194	62%	305	179	59%	322	172	53%

\*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	141	114	6	10	16	35
Percent	44%	35%	2%	3%	5%	11%

## 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)
22	4	1	23

\*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			33		69	
	Entered GED Program*			0		0	
	Total Noncompleters			33		69	
Students with Disabilities	Dropped Out			6		14	
	Entered GED Program*			0		0	
	Total Noncompleters			6		14	
All Students	Dropped Out	44	2.9%	39	2.4%	83	4.9%
	Entered GED Program*	19	1.2%	0	0.0%	0	0.0%
	Total Noncompleters	63	4.1%	39	2.4%	83	4.9%

\*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
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	5	100%	2	#	1	#
Science	12	83%	8	62%	2	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	1	#
Global Studies	9	67%	1	#	1	#
U.S. Hist & Gov't	24	58%	5	60%	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	37	68%	35	51%	35	26%
Science	49	59%	51	51%	30	3%
Reading	11	73%	10	70%	6	17%
Writing	13	85%	7	71%	4	#
Global Studies	22	23%	23	17%	25	24%
U.S. Hist & Gov't	22	18%	22	55%	20	35%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	347	345	364	42	37	25
Number Scoring 55–100	321	317	344	24	24	15
Number Scoring 65–100	296	285	325	13	14	12
Number Scoring 85–100	79	101	137	0	0	2
Percentage of Tested Scoring 55–100	93%	92%	95%	57%	65%	60%
Percentage of Tested Scoring 65–100	85%	83%	89%	31%	38%	48%
Percentage of Tested Scoring 85–100	23%	29%	38%	0%	0%	8%
<b>Mathematics A</b>						
Number Tested	0	267	401	0	12	20
Number Scoring 55–100	0	232	362	0	5	13
Number Scoring 65–100	0	188	296	0	3	7
Number Scoring 85–100	0	65	56	0	0	0
Percentage of Tested Scoring 55–100	0%	87%	90%	0%	42%	65%
Percentage of Tested Scoring 65–100	0%	70%	74%	0%	25%	35%
Percentage of Tested Scoring 85–100	0%	24%	14%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	129	0	0	2
Number Scoring 55–100	0	0	117	0	0	#
Number Scoring 65–100	0	0	100	0	0	#
Number Scoring 85–100	0	0	23	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	91%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	78%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	18%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	367	372	425	45	35	49
Number Scoring 55–100	348	339	384	36	24	24
Number Scoring 65–100	323	296	360	27	14	17
Number Scoring 85–100	123	59	135	1	1	1
Percentage of Tested Scoring 55–100	95%	91%	90%	80%	69%	49%
Percentage of Tested Scoring 65–100	88%	80%	85%	60%	40%	35%
Percentage of Tested Scoring 85–100	34%	16%	32%	2%	3%	2%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	324	347	372	33	43	29
Number Scoring 55–100	295	315	344	17	28	12
Number Scoring 65–100	278	275	327	10	14	12
Number Scoring 85–100	155	89	147	2	0	2
Percentage of Tested Scoring 55–100	91%	91%	92%	52%	65%	41%
Percentage of Tested Scoring 65–100	86%	79%	88%	30%	33%	41%
Percentage of Tested Scoring 85–100	48%	26%	40%	6%	0%	7%

(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	260	298	690	29	31	78
Number Scoring 55–100	259	298	662	29	31	63
Number Scoring 65–100	252	291	629	26	30	55
Number Scoring 85–100	67	88	158	1	1	1
Percentage of Tested Scoring 55–100	100%	100%	96%	100%	100%	81%
Percentage of Tested Scoring 65–100	97%	98%	91%	90%	97%	71%
Percentage of Tested Scoring 85–100	26%	30%	23%	3%	3%	1%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	189	271	134	4	13	4
Number Scoring 55–100	188	267	130	#	13	#
Number Scoring 65–100	178	257	124	#	13	#
Number Scoring 85–100	105	119	56	#	2	#
Percentage of Tested Scoring 55–100	99%	99%	97%	#	100%	#
Percentage of Tested Scoring 65–100	94%	95%	93%	#	100%	#
Percentage of Tested Scoring 85–100	56%	44%	42%	#	15%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		141	176		1	3
Number Scoring 55–100		137	173		#	#
Number Scoring 65–100		112	143		#	#
Number Scoring 85–100		20	36		#	#
Percentage of Tested Scoring 55–100		97%	98%		#	#
Percentage of Tested Scoring 65–100		79%	81%		#	#
Percentage of Tested Scoring 85–100		14%	20%		#	#
<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	35	22	49	0	0	0
Number Scoring 55–100	35	22	49	0	0	0
Number Scoring 65–100	35	21	48	0	0	0
Number Scoring 85–100	18	11	38	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	95%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	51%	50%	78%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	5	0	0	0	0	0
Number Scoring 55–100	5	0	0	0	0	0
Number Scoring 65–100	5	0	0	0	0	0
Number Scoring 85–100	5	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	100%	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	131	136	178	1	1	2
Number Scoring 55–100	131	136	175	#	#	#
Number Scoring 65–100	129	132	174	#	#	#
Number Scoring 85–100	86	75	94	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	#	#
Percentage of Tested Scoring 65–100	98%	97%	98%	#	#	#
Percentage of Tested Scoring 85–100	66%	55%	53%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	2	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	277	112	59	5	8	4
Number Scoring 55–100	237	87	36	5	3	#
Number Scoring 65–100	204	62	34	4	2	#
Number Scoring 85–100	91	10	3	0	1	#
Percentage of Tested Scoring 55–100	86%	78%	61%	100%	38%	#
Percentage of Tested Scoring 65–100	74%	55%	58%	80%	25%	#
Percentage of Tested Scoring 85–100	33%	9%	5%	0%	12%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	170	144	38	2	2	0
Number Scoring 55–100	160	140	32	#	#	0
Number Scoring 65–100	155	138	27	#	#	0
Number Scoring 85–100	105	108	6	#	#	0
Percentage of Tested Scoring 55–100	94%	97%	84%	#	#	0%
Percentage of Tested Scoring 65–100	91%	96%	71%	#	#	0%
Percentage of Tested Scoring 85–100	62%	75%	16%	#	#	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	71	100%	80	99%	68	97%
Students with Disabilities	13	85%	16	94%	16	63%

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	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 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%

(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	338	338	338	36	36	36	374	374	374
Number Scoring 55–64	11	27	11	7	5	0	18	32	11
Number Scoring 65–84	182	183	167	15	11	23	197	194	190
Number Scoring 85–100	121	92	119	1	0	1	122	92	120
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)