

New York State School Report Card Comprehensive Information Report

BEDS Code: 60-04-02-04-0004
 Name: Newark Valley Senior High School
 Principal: Gerald D. Rhodes

Grade Range : 8-12

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	136	140	123
Ninth	142	136	138
Tenth	138	129	121
Eleventh	105	127	118
Twelfth	113	100	113
Ungraded Secondary	0	0	0
Total K-12 Enrollment	634	632	613

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	3	0.5%	2	0.3%	4	0.7%
Black (Not Hispanic)	2	0.3%	3	0.5%	3	0.5%
Hispanic	1	0.2%	1	0.2%	1	0.2%
White (Not Hispanic)	628	99.1%	626	99.1%	605	98.7%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	19	20
Mathematics Grade 8	23	20	19
Science Grade 8	26	21	19
Social Studies Grade 8	23	23	21
English Grade 10	14	21	14
Mathematics Grade 10	13	19	18
Science Grade 10	12	18	19
Social Studies Grade 10	19	21	19

(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
51	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 higher 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	113	17.8%	84	13.3%	93	15.2%

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		92.0%		92.0%		92.6%
Student Suspensions	106	17.0%	104	16.4%	97	15.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.6%	9.0%	8.2%
Public Assistance	1-10%	11-20%	1-10%
Student Stability	89%	98%	100%

Staff Counts

Staff	2002–2003
Total Teachers	47
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	2

*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	96	43	45%	84	36	43%	96	42	44%
Students with Disabilities	3	0	0%	2	0	0%	4	0	0%
All Students	99	43	43%	86	36	42%	100	42	42%

*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	27	58	0	2	4	9
Percent	27%	58%	0%	2%	4%	9%

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)
4	0	4	8

*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			9		11	
	Entered GED Program*			16		10	
	Total Noncompleters			25		21	
Students with Disabilities	Dropped Out			3		1	
	Entered GED Program*			2		1	
	Total Noncompleters			5		2	
All Students	Dropped Out	7	1.4%	12	2.4%	12	2.4%
	Entered GED Program*	7	1.4%	18	3.7%	11	2.2%
	Total Noncompleters	14	2.8%	30	6.1%	23	4.7%

*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%	9	89%	3	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	9	100%	11	100%

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	2	#	7	71%	10	100%
Science	7	86%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	8	50%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	100%	5	100%	9	89%
Science	3	#	0	0%	0	0%
Reading	1	#	3	#	4	#
Writing	2	#	3	#	0	0%
Global Studies	6	17%	0	0%	0	0%
U.S. Hist & Gov't	3	#	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	116	103	116	3	5	9
Number Scoring 55–100	111	96	109	#	3	6
Number Scoring 65–100	92	84	90	#	1	4
Number Scoring 85–100	17	23	28	#	0	0
Percentage of Tested Scoring 55–100	96%	93%	94%	#	60%	67%
Percentage of Tested Scoring 65–100	79%	82%	78%	#	20%	44%
Percentage of Tested Scoring 85–100	15%	22%	24%	#	0%	0%
Mathematics A						
Number Tested	95	129	152	2	7	10
Number Scoring 55–100	65	96	123	#	4	4
Number Scoring 65–100	51	68	97	#	2	1
Number Scoring 85–100	10	22	26	#	0	0
Percentage of Tested Scoring 55–100	68%	74%	81%	#	57%	40%
Percentage of Tested Scoring 65–100	54%	53%	64%	#	29%	10%
Percentage of Tested Scoring 85–100	11%	17%	17%	#	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	1	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%
Global History and Geography						
Number Tested	93	116	118	4	8	8
Number Scoring 55–100	86	111	107	#	8	6
Number Scoring 65–100	74	92	95	#	4	3
Number Scoring 85–100	37	19	36	#	0	0
Percentage of Tested Scoring 55–100	92%	96%	91%	#	100%	75%
Percentage of Tested Scoring 65–100	80%	79%	81%	#	50%	38%
Percentage of Tested Scoring 85–100	40%	16%	31%	#	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	104	112	105	7	3	8
Number Scoring 55–100	99	110	101	6	#	6
Number Scoring 65–100	85	98	94	3	#	6
Number Scoring 85–100	34	35	43	0	#	0
Percentage of Tested Scoring 55–100	95%	98%	96%	86%	#	75%
Percentage of Tested Scoring 65–100	82%	88%	90%	43%	#	75%
Percentage of Tested Scoring 85–100	33%	31%	41%	0%	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	109	113	140	4	7	17
Number Scoring 55–100	109	112	139	#	7	16
Number Scoring 65–100	104	111	126	#	7	10
Number Scoring 85–100	58	31	42	#	0	0
Percentage of Tested Scoring 55–100	100%	99%	99%	#	100%	94%
Percentage of Tested Scoring 65–100	95%	98%	90%	#	100%	59%
Percentage of Tested Scoring 85–100	53%	27%	30%	#	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	89	71	80	2	0	0
Number Scoring 55–100	85	70	78	#	0	0
Number Scoring 65–100	75	67	77	#	0	0
Number Scoring 85–100	29	30	32	#	0	0
Percentage of Tested Scoring 55–100	96%	99%	97%	#	0%	0%
Percentage of Tested Scoring 65–100	84%	94%	96%	#	0%	0%
Percentage of Tested Scoring 85–100	33%	42%	40%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		58	83		0	2
Number Scoring 55–100		44	71		0	#
Number Scoring 65–100		23	48		0	#
Number Scoring 85–100		1	6		0	#
Percentage of Tested Scoring 55–100		76%	86%		0%	#
Percentage of Tested Scoring 65–100		40%	58%		0%	#
Percentage of Tested Scoring 85–100		2%	7%		0%	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
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%
Comprehensive Italian						
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%
Comprehensive German						
Number Tested	24	15	17	0	0	0
Number Scoring 55–100	23	13	17	0	0	0
Number Scoring 65–100	22	10	16	0	0	0
Number Scoring 85–100	7	1	5	0	0	0
Percentage of Tested Scoring 55–100	96%	87%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	67%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	29%	7%	29%	0%	0%	0%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	47	26	33	0	0	0
Number Scoring 55–100	47	26	33	0	0	0
Number Scoring 65–100	46	24	31	0	0	0
Number Scoring 85–100	29	11	10	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	92%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	42%	30%	0%	0%	0%
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	26	8	0	1	0	0
Number Scoring 55–100	25	8	0	#	0	0
Number Scoring 65–100	25	8	0	#	0	0
Number Scoring 85–100	8	4	0	#	0	0
Percentage of Tested Scoring 55–100	96%	100%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	96%	100%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	31%	50%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	62	63	42	0	1	0
Number Scoring 55–100	29	53	31	0	#	0
Number Scoring 65–100	26	43	25	0	#	0
Number Scoring 85–100	7	16	6	0	#	0
Percentage of Tested Scoring 55–100	47%	84%	74%	0%	#	0%
Percentage of Tested Scoring 65–100	42%	68%	60%	0%	#	0%
Percentage of Tested Scoring 85–100	11%	25%	14%	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	43	100%	46	98%	36	97%
Students with Disabilities	5	100%	5	80%	5	100%

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
Nov 2002	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
June 2003	General-Education Students	97	2%	28%	64%	6%
	Students with Disabilities	13	8%	77%	15%	0%
	All Students	110	3%	34%	58%	5%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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	103	103	103	11	11	11	114	114	114
Number Scoring 55–64	6	6	4	2	1	3	8	7	7
Number Scoring 65–84	56	57	43	2	2	1	58	59	44
Number Scoring 85–100	36	35	52	0	0	1	36	35	53
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)