

New York State School Report Card

Comprehensive Information Report

BEDS Code : 12-04-01-04-0001
 Name : Charlotte Valley School
 Principal: Ms. Deborah Fox

Grade Range : K-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	32	27	36
First	32	33	25
Second	36	29	33
Third	38	36	30
Fourth	48	39	38
Fifth	40	49	37
Sixth	42	36	50
Ungraded Elementary	0	0	0
Seventh	49	45	46
Eighth	35	52	39
Ninth	35	37	42
Tenth	32	34	27
Eleventh	26	28	28
Twelfth	31	26	27
Ungraded Secondary	0	0	0
Total K-12 Enrollment	476	471	458

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1	0.2%	0	0.0%	0	0.0%
Black (Not Hispanic)	2	0.4%	4	0.8%	7	1.5%
Hispanic	3	0.6%	5	1.1%	0	0.0%
White (Not Hispanic)	470	98.7%	462	98.1%	451	98.5%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	17	25	18
Common Branch	18	19	17
English Grade 8	37	21	36
Mathematics Grade 8	33	0	31
Science Grade 8	0	0	36
Social Studies Grade 8	40	21	35
English Grade 10	0	17	30
Mathematics Grade 10	10	0	28
Science Grade 10	29	0	31
Social Studies Grade 10	35	33	24

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
64	All schools in this group are elementary level schools in rural 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 elementary 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.1%		95.3%		96.1%
Student Suspensions	32	6.7%	28	5.9%	40	8.5%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	39.3%	33.6%	35.1%
Reduced Lunch	16.2%	18.3%	21.2%
Public Assistance	1-10%	51-60%	31-40%
Student Stability	100%	96%	93%

Staff Counts

Staff	2001–2002
Total Teachers	41
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching out of Certification*	2
Teachers with Temporary Licenses	0

*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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	26	12	46%	24	9	38%	22	7	32%
Students with Disabilities	0	0	0%	1	0	0%	1	0	0%
All Students	26	12	46%	25	9	36%	23	7	30%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	7	11	0	1	4	0
Percent	30%	48%	0%	4%	17%	0%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
1	0	0	1

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					6	4.8%
	Entered GED Program*					2	1.6%
	Total Noncompleters					8	6.5%
Students with Disabilities	Dropped Out					1	0.8%
	Entered GED Program*					1	0.8%
	Total Noncompleters					2	1.6%
All Students	Dropped Out	6	4.8%	4	3.2%	7	5.6%
	Entered GED Program*	7	5.6%	2	1.6%	3	2.4%
	Total Noncompleters	13	10.5%	6	4.8%	10	8.1%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	4	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	1	#	0	0%
U.S. Hist & Gov't	12	92%	0	0%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	3	#	0	0%
Science	5	40%	2	#	0	0%
Reading	1	100%	2	#	0	0%
Writing	2	0%	1	#	1	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	3	100%	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	24	22	25	1	2	2
Number Scoring 55–100	24	20	24	#	#	#
Number Scoring 65–100	21	19	24	#	#	#
Number Scoring 85–100	3	5	15	#	#	#
Percentage of Tested Scoring 55–100	100%	91%	96%	#	#	#
Percentage of Tested Scoring 65–100	88%	86%	96%	#	#	#
Percentage of Tested Scoring 85–100	12%	23%	60%	#	#	#
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	37	40	0	5	9	0
Number Scoring 55–100	28	22	0	0	1	0
Number Scoring 65–100	21	19	0	0	0	0
Number Scoring 85–100	12	13	0	0	0	0
Percentage of Tested Scoring 55–100	76%	55%	0%	0%	11%	0%
Percentage of Tested Scoring 65–100	57%	47%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	32%	33%	0%	0%	0%	0%
Mathematics A						
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%
Global Studies (last administered January 2000)						
Number Tested	9			0		
Number Scoring 55–100	9			0		
Number Scoring 65–100	9			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	100%			0%		
Percentage of Tested Scoring 65–100	100%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	24	35	23	0	7	1
Number Scoring 55–100	21	32	23	0	5	#
Number Scoring 65–100	20	26	21	0	2	#
Number Scoring 85–100	1	7	4	0	0	#
Percentage of Tested Scoring 55–100	88%	91%	100%	0%	71%	#
Percentage of Tested Scoring 65–100	83%	74%	91%	0%	29%	#
Percentage of Tested Scoring 85–100	4%	20%	17%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	24	12		1	0	
Number Scoring 55–100	23	11		#	0	
Number Scoring 65–100	17	8		#	0	
Number Scoring 85–100	2	2		#	0	
Percentage of Tested Scoring 55–100	96%	92%		#	0%	
Percentage of Tested Scoring 65–100	71%	67%		#	0%	
Percentage of Tested Scoring 85–100	8%	17%		#	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		8	30		0	4
Number Scoring 55–100		8	26		0	#
Number Scoring 65–100		5	19		0	#
Number Scoring 85–100		0	4		0	#
Percentage of Tested Scoring 55–100		100%	87%		0%	#
Percentage of Tested Scoring 65–100		62%	63%		0%	#
Percentage of Tested Scoring 85–100		0%	13%		0%	#
Living Environment (first administered June 2001)						
Number Tested		31	28		7	2
Number Scoring 55–100		29	27		5	#
Number Scoring 65–100		25	27		2	#
Number Scoring 85–100		4	9		0	#
Percentage of Tested Scoring 55–100		94%	96%		71%	#
Percentage of Tested Scoring 65–100		81%	96%		29%	#
Percentage of Tested Scoring 85–100		13%	32%		0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		31	37		3	8
Number Scoring 55–100		30	33		#	4
Number Scoring 65–100		28	29		#	1
Number Scoring 85–100		12	15		#	0
Percentage of Tested Scoring 55–100		97%	89%		#	50%
Percentage of Tested Scoring 65–100		90%	78%		#	12%
Percentage of Tested Scoring 85–100		39%	41%		#	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	32	26	23	29	28
2001	30	30	27	25	28
2002	42	27	31	24	31

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	8	1	2	2	3
2001	5	7	2	1	4
2002	11	1	6	2	5

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	28	28	31	3	4	5
Comprehensive Spanish						
Number Tested	18	9	12	1	0	0
Number Scoring 55–100	17	8	12	#	0	0
Number Scoring 65–100	15	8	12	#	0	0
Number Scoring 85–100	3	5	5	#	0	0
Percentage of AGE Tested	64%	32%	39%	#	0%	0%
Percentage of AGE Scoring 55–100	61%	29%	39%	#	0%	0%
Percentage of AGE Scoring 65–100	54%	29%	39%	#	0%	0%
Percentage of AGE Scoring 85–100	11%	18%	16%	#	0%	0%
Percentage of Tested Scoring 65–100	83%	89%	100%	#	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	28	28	31	3	4	5
Sequential Mathematics, Course II						
Number Tested	31	31	23	1	2	0
Number Scoring 55–100	23	16	19	#	#	0
Number Scoring 65–100	18	14	17	#	#	0
Number Scoring 85–100	7	2	8	#	#	0
Percentage of AGE Tested	111%	111%	74%	#	#	0%
Percentage of AGE Scoring 55–100	82%	57%	61%	#	#	0%
Percentage of AGE Scoring 65–100	64%	50%	55%	#	#	0%
Percentage of AGE Scoring 85–100	25%	7%	26%	#	#	0%
Percentage of Tested Scoring 65–100	58%	45%	74%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	14	24	13	0	2	0
Number Scoring 55–100	7	18	8	0	#	0
Number Scoring 65–100	5	13	7	0	#	0
Number Scoring 85–100	2	6	0	0	#	0
Percentage of AGE Tested	50%	86%	42%	0%	#	0%
Percentage of AGE Scoring 55–100	25%	64%	26%	0%	#	0%
Percentage of AGE Scoring 65–100	18%	46%	23%	0%	#	0%
Percentage of AGE Scoring 85–100	7%	21%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	36%	54%	54%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	28	28	31	3	4	5
Earth Science (last administered January 2001)						
Number Tested	44	3		7	0	
Number Scoring 55–100	34	#		3	0	
Number Scoring 65–100	24	#		1	0	
Number Scoring 85–100	9	#		0	0	
Percentage of AGE Tested	157%	#		233%	0%	
Percentage of AGE Scoring 55–100	121%	#		100%	0%	
Percentage of AGE Scoring 65–100	86%	#		33%	0%	
Percentage of AGE Scoring 85–100	32%	#		0%	0%	
Percentage of Tested Scoring 65–100	55%	#		14%	0%	
Biology (last administered January 2001)						
Number Tested	0	0		0	0	
Number Scoring 55–100	0	0		0	0	
Number Scoring 65–100	0	0		0	0	
Number Scoring 85–100	0	0		0	0	
Percentage of AGE Tested	0%	0%		0%	0%	
Percentage of AGE Scoring 55–100	0%	0%		0%	0%	
Percentage of AGE Scoring 65–100	0%	0%		0%	0%	
Percentage of AGE Scoring 85–100	0%	0%		0%	0%	
Percentage of Tested Scoring 65–100	0%	0%		0%	0%	
Chemistry (last administered January 2002)						
Number Tested	17	20	0	1	0	0
Number Scoring 55–100	13	16	0	#	0	0
Number Scoring 65–100	9	8	0	#	0	0
Number Scoring 85–100	0	2	0	#	0	0
Percentage of AGE Tested	61%	71%	0%	#	0%	0%
Percentage of AGE Scoring 55–100	46%	57%	0%	#	0%	0%
Percentage of AGE Scoring 65–100	32%	29%	0%	#	0%	0%
Percentage of AGE Scoring 85–100	0%	7%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	53%	40%	0%	#	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	28	28	31	3	4	5
Physics (last administered January 2002)						
Number Tested	10	6	0	0	1	0
Number Scoring 55–100	10	5	0	0	#	0
Number Scoring 65–100	9	3	0	0	#	0
Number Scoring 85–100	5	2	0	0	#	0
Percentage of AGE Tested	36%	21%	0%	0%	#	0%
Percentage of AGE Scoring 55–100	36%	18%	0%	0%	#	0%
Percentage of AGE Scoring 65–100	32%	11%	0%	0%	#	0%
Percentage of AGE Scoring 85–100	18%	7%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	90%	50%	0%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			12			0
Number Scoring 55–100			12			0
Number Scoring 65–100			9			0
Number Scoring 85–100			1			0
Percentage of AGE Tested			39%			0%
Percentage of AGE Scoring 55–100			39%			0%
Percentage of AGE Scoring 65–100			29%			0%
Percentage of AGE Scoring 85–100			3%			0%
Percentage of Tested Scoring 65–100			75%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			5			0
Number Scoring 55–100			5			0
Number Scoring 65–100			5			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			16%			0%
Percentage of AGE Scoring 55–100			16%			0%
Percentage of AGE Scoring 65–100			16%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			100%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	25	100%	29	100%	27	100%
Students with Disabilities	7	100%	4	#	6	83%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	29	3%	0%	69%	28%
	Students with Disabilities	8	13%	0%	88%	0%
	All Students	37	5%	0%	73%	22%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	28	0%	11%	86%	4%
	Students with Disabilities	7	0%	71%	29%	0%
	All Students	35	0%	23%	74%	3%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	1	0	#	#	#	#
Mathematics, Science, & Technology	1	0	#	#	#	#
Health, Phys. Ed., & Fam. & Cons. Sci.	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	23	23	2	2	25	25
Number Scoring 55–64	#	#	#	#	2	6
Number Scoring 65–84	#	#	#	#	19	14
Number Scoring 85–100	#	#	#	#	1	1
Approved Alternatives	#	#	#	#	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	24	6	30
Number Scoring 55–64	1	3	4
Number Scoring 65–84	14	1	15
Number Scoring 85–100	8	0	8
Approved Alternatives	0	0	0

(Form – O)