

New York State School Report Card

Comprehensive Information Report

BEDS Code: 49-14-01-04-0002
 Name: Hoosic Valley Senior High School
 Principal: David Zachar

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	90	91	96
Tenth	101	91	95
Eleventh	85	101	89
Twelfth	78	80	97
Ungraded Secondary	0	0	0
Total K-12 Enrollment	354	363	377

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	0	0.0%	0	0.0%	2	0.5%
Black (Not Hispanic)	2	0.6%	3	0.8%	2	0.5%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	352	99.4%	360	99.2%	373	98.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	16	0
Mathematics Grade 8	10	18	17
Science Grade 8	10	18	16
Social Studies Grade 8	0	0	0
English Grade 10	19	17	24
Mathematics Grade 10	0	0	0
Science Grade 10	17	12	24
Social Studies Grade 10	19	17	18

(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
49	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 lower 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	16	4.5%	28	7.7%	27	7.2%

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		93.3%		94.9%		94.3%
Student Suspensions	19	5.2%	28	7.9%	40	11.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.7%	3.0%	4.5%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	100%	99%	79%

Staff Counts

Staff	2003-04
Total Teachers	36
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	71	41	58%	5	5	100%	91	64	70%
Students with Disabilities	4	0	0%	0	0	0%	5	1	20%
All Students	75	41	55%	5	5	100%	96	65	68%

*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	32	37	2	5	0	20
Percent	33%	39%	2%	5%	0%	21%

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)
5	1	0	5

*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	1		0		0	0.0%
	Entered GED Program*	4		0		5	1.4%
	Total Noncompleters	5		0		5	1.4%
Students with Disabilities	Dropped Out	0		0		2	3.6%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	1		0		2	3.6%
All Students	Dropped Out	1	0.3%	0	0.0%	2	0.5%
	Entered GED Program*	5	1.4%	0	0.0%	5	1.2%
	Total Noncompleters	6	1.7%	0	0.0%	7	1.7%

*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)

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%	27	100%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	24	96%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%	2	#	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	2	#	2	#	0	0%
Science	1	#	2	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	2	#	3	#	3	#
U.S. Hist & Gov't	0	0%	7	86%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	6	83%
Science	2	#	3	#	6	67%
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	2	#
Global Studies	1	#	1	#	2	#
U.S. Hist & Gov't	0	0%	1	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	80	89	73	2	2	10
Number Scoring 55–100	78	88	71	#	#	8
Number Scoring 65–100	74	88	68	#	#	6
Number Scoring 85–100	34	25	32	#	#	2
Percentage of Tested Scoring 55–100	97%	99%	97%	#	#	80%
Percentage of Tested Scoring 65–100	93%	99%	93%	#	#	60%
Percentage of Tested Scoring 85–100	42%	28%	44%	#	#	20%
Mathematics A						
Number Tested	97	92	93	2	3	6
Number Scoring 55–100	83	80	89	#	#	3
Number Scoring 65–100	68	69	85	#	#	3
Number Scoring 85–100	27	10	25	#	#	1
Percentage of Tested Scoring 55–100	86%	87%	96%	#	#	50%
Percentage of Tested Scoring 65–100	70%	75%	91%	#	#	50%
Percentage of Tested Scoring 85–100	28%	11%	27%	#	#	17%
Mathematics B						
Number Tested	0	0	27	0	0	0
Number Scoring 55–100	0	0	25	0	0	0
Number Scoring 65–100	0	0	22	0	0	0
Number Scoring 85–100	0	0	4	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	81%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	15%	0%	0%	0%
Global History and Geography						
Number Tested	100	80	90	2	3	7
Number Scoring 55–100	93	75	85	#	#	6
Number Scoring 65–100	80	68	69	#	#	4
Number Scoring 85–100	18	24	26	#	#	2
Percentage of Tested Scoring 55–100	93%	94%	94%	#	#	86%
Percentage of Tested Scoring 65–100	80%	85%	77%	#	#	57%
Percentage of Tested Scoring 85–100	18%	30%	29%	#	#	29%
U.S. History and Government						
Number Tested	80	87	82	2	2	12
Number Scoring 55–100	72	86	74	#	#	9
Number Scoring 65–100	64	79	59	#	#	7
Number Scoring 85–100	14	26	23	#	#	2
Percentage of Tested Scoring 55–100	90%	99%	90%	#	#	75%
Percentage of Tested Scoring 65–100	80%	91%	72%	#	#	58%
Percentage of Tested Scoring 85–100	17%	30%	28%	#	#	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	90	72	91	1	3	8
Number Scoring 55–100	90	72	91	#	#	8
Number Scoring 65–100	90	72	89	#	#	7
Number Scoring 85–100	45	24	39	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	100%	100%	98%	#	#	88%
Percentage of Tested Scoring 85–100	50%	33%	43%	#	#	0%
Physical Setting/Earth Science						
Number Tested	95	82	73	8	7	9
Number Scoring 55–100	87	74	67	7	6	7
Number Scoring 65–100	75	61	55	5	4	4
Number Scoring 85–100	22	18	7	1	1	0
Percentage of Tested Scoring 55–100	92%	90%	92%	88%	86%	78%
Percentage of Tested Scoring 65–100	79%	74%	75%	62%	57%	44%
Percentage of Tested Scoring 85–100	23%	22%	10%	12%	14%	0%
Physical Setting/Chemistry						
Number Tested	26	41	32	1	1	2
Number Scoring 55–100	26	41	32	#	#	#
Number Scoring 65–100	23	40	29	#	#	#
Number Scoring 85–100	4	14	7	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	88%	98%	91%	#	#	#
Percentage of Tested Scoring 85–100	15%	34%	22%	#	#	#
Physical Setting/Physics						
Number Tested			20			0
Number Scoring 55–100			20			0
Number Scoring 65–100			18			0
Number Scoring 85–100			10			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			90%			0%
Percentage of Tested Scoring 85–100			50%			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
Comprehensive French						
Number Tested	25	1	11	1	0	0
Number Scoring 55–100	23	#	11	#	0	0
Number Scoring 65–100	21	#	11	#	0	0
Number Scoring 85–100	3	#	5	#	0	0
Percentage of Tested Scoring 55–100	92%	#	100%	#	0%	0%
Percentage of Tested Scoring 65–100	84%	#	100%	#	0%	0%
Percentage of Tested Scoring 85–100	12%	#	45%	#	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	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 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	29	24	26	0	0	1
Number Scoring 55–100	29	23	26	0	0	#
Number Scoring 65–100	29	21	26	0	0	#
Number Scoring 85–100	21	13	17	0	0	#
Percentage of Tested Scoring 55–100	100%	96%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	88%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	72%	54%	65%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	41	34	6	0	0	1
Number Scoring 55-100	40	30	6	0	0	#
Number Scoring 65-100	37	28	5	0	0	#
Number Scoring 85-100	11	16	1	0	0	#
Percentage of Tested Scoring 55-100	98%	88%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	90%	82%	83%	0%	0%	#
Percentage of Tested Scoring 85-100	27%	47%	17%	0%	0%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	33	100%	18	100%	3	#
Students with Disabilities	1	#	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
Nov 2003	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 2004	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

	Count of Students					
Test	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

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	98	98	98	5	5	5	103	103	103
Number Scoring 55–64	8	5	1	1	1	0	9	6	1
Number Scoring 65–84	63	52	51	1	3	4	64	55	55
Number Scoring 85–100	18	28	39	1	0	0	19	28	39
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)