

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-06-02-0003
 Name: Earl L Vandermeulen High School
 Principal: Charles Russo

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	85	85	100
Tenth	85	84	84
Eleventh	87	84	87
Twelfth	81	85	84
Ungraded Secondary	0	0	0
Total K-12 Enrollment	338	338	355

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	10	3.0%	8	2.4%	19	5.4%
Black (Not Hispanic)	4	1.2%	5	1.5%	4	1.1%
Hispanic	6	1.8%	7	2.1%	14	3.9%
White (Not Hispanic)	318	94.1%	318	94.1%	318	89.6%

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	0	0	0
English Grade 10	17	24	21
Mathematics Grade 10	23	18	26
Science Grade 10	12	9	0
Social Studies Grade 10	15	14	18

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	1.2%	5	1.5%	15	4.2%
Eligible for Free Lunch	3	0.9%	4	1.2%	5	1.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.8%		93.5%		94.7%
Student Suspensions	21	6.0%	15	4.4%	5	1.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	24
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	73	57	78%	78	63	81%	71	61	86%
Students with Disabilities	4	3	75%	8	2	25%	8	3	38%
All Students	77	60	78%	86	65	76%	79	64	81%

*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	64	11	0	0	4	0
Percent	81%	14%	0%	0%	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)
8	3	0	8

*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*	3		0		2	0.6%
	Total Noncompleters	4		0		2	0.6%
Students with Disabilities	Dropped Out	1		1		0	0.0%
	Entered GED Program*	1		0		1	2.7%
	Total Noncompleters	2		1		1	2.7%
All Students	Dropped Out	2	0.6%	1	0.3%	0	0.0%
	Entered GED Program*	4	1.2%	0	0.0%	3	0.8%
	Total Noncompleters	6	1.8%	1	0.3%	3	0.8%

*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	338	306	328
	Number of Students with Disabilities	0	32	27
	Number of All Students	338	338	355
	Percent of Enrollment	100%	100%	100%

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; completer 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%	20	100%	24	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	10	100%	19	84%
Spanish	0	0%	65	98%	52	92%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	4	#	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	0	0%	1	#	3	#
Science	0	0%	2	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	100%	5	100%
Science	0	0%	0	0%	1	#
Reading	0	0%	4	#	0	0%
Writing	0	0%	5	100%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(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	81	85	87	7	8	10
Number Scoring 55-100	78	84	87	7	8	10
Number Scoring 65-100	77	84	87	7	8	10
Number Scoring 85-100	47	67	58	0	5	3
Percentage of Tested Scoring 55-100	96%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	95%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 85-100	58%	79%	67%	0%	62%	30%
Mathematics A						
Number Tested	10	97	100	7	10	12
Number Scoring 55-100	4	87	100	3	8	12
Number Scoring 65-100	3	81	97	3	7	10
Number Scoring 85-100	0	38	58	0	0	5
Percentage of Tested Scoring 55-100	40%	90%	100%	43%	80%	100%
Percentage of Tested Scoring 65-100	30%	84%	97%	43%	70%	83%
Percentage of Tested Scoring 85-100	0%	39%	58%	0%	0%	42%
Mathematics B						
Number Tested	0	0	41	0	0	0
Number Scoring 55-100	0	0	40	0	0	0
Number Scoring 65-100	0	0	40	0	0	0
Number Scoring 85-100	0	0	22	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	54%	0%	0%	0%
Global History and Geography						
Number Tested	84	88	87	9	10	10
Number Scoring 55-100	84	85	84	9	10	9
Number Scoring 65-100	82	83	84	9	10	9
Number Scoring 85-100	52	46	65	4	3	2
Percentage of Tested Scoring 55-100	100%	97%	97%	100%	100%	90%
Percentage of Tested Scoring 65-100	98%	94%	97%	100%	100%	90%
Percentage of Tested Scoring 85-100	62%	52%	75%	44%	30%	20%
U.S. History and Government						
Number Tested	85	87	87	8	9	9
Number Scoring 55-100	85	86	84	8	9	9
Number Scoring 65-100	78	81	84	7	8	9
Number Scoring 85-100	43	50	60	1	3	5
Percentage of Tested Scoring 55-100	100%	99%	97%	100%	100%	100%
Percentage of Tested Scoring 65-100	92%	93%	97%	88%	89%	100%
Percentage of Tested Scoring 85-100	51%	57%	69%	12%	33%	56%

(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	82	82	91	7	13	7
Number Scoring 55-100	82	82	91	7	13	7
Number Scoring 65-100	82	81	88	7	13	6
Number Scoring 85-100	41	52	48	1	4	2
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	99%	97%	100%	100%	86%
Percentage of Tested Scoring 85-100	50%	63%	53%	14%	31%	29%
Physical Setting/Earth Science						
Number Tested	34	91	101	8	7	11
Number Scoring 55-100	32	88	100	8	5	11
Number Scoring 65-100	30	85	96	8	5	11
Number Scoring 85-100	10	45	50	3	2	3
Percentage of Tested Scoring 55-100	94%	97%	99%	100%	71%	100%
Percentage of Tested Scoring 65-100	88%	93%	95%	100%	71%	100%
Percentage of Tested Scoring 85-100	29%	49%	50%	38%	29%	27%
Physical Setting/Chemistry						
Number Tested	70	66	67	3	0	4
Number Scoring 55-100	67	66	67	#	0	#
Number Scoring 65-100	57	64	61	#	0	#
Number Scoring 85-100	8	25	20	#	0	#
Percentage of Tested Scoring 55-100	96%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	81%	97%	91%	#	0%	#
Percentage of Tested Scoring 85-100	11%	38%	30%	#	0%	#
Physical Setting/Physics						
Number Tested			34			0
Number Scoring 55-100			31			0
Number Scoring 65-100			27			0
Number Scoring 85-100			8			0
Percentage of Tested Scoring 55-100			91%			0%
Percentage of Tested Scoring 65-100			79%			0%
Percentage of Tested Scoring 85-100			24%			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	17	13	14	0	0	0
Number Scoring 55-100	17	13	14	0	0	0
Number Scoring 65-100	17	13	14	0	0	0
Number Scoring 85-100	13	12	10	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	76%	92%	71%	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	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	20	38	36	0	2	1
Number Scoring 55-100	20	38	36	0	#	#
Number Scoring 65-100	20	38	36	0	#	#
Number Scoring 85-100	19	22	27	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	95%	58%	75%	0%	#	#
Comprehensive Latin						
Number Tested	15	17	9	0	0	0
Number Scoring 55-100	15	17	9	0	0	0
Number Scoring 65-100	15	17	9	0	0	0
Number Scoring 85-100	8	13	7	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	53%	76%	78%	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	64	59	0	2	2	0
Number Scoring 55-100	62	59	0	#	#	0
Number Scoring 65-100	57	58	0	#	#	0
Number Scoring 85-100	37	20	0	#	#	0
Percentage of Tested Scoring 55-100	97%	100%	0%	#	#	0%
Percentage of Tested Scoring 65-100	89%	98%	0%	#	#	0%
Percentage of Tested Scoring 85-100	58%	34%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	17	100%	23	100%
Students with Disabilities	0	0%	2	#	2	#

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

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

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	71	71	71	8	8	8	79	79	79
Number Scoring 55–64	1	0	0	0	0	0	1	0	0
Number Scoring 65–84	20	17	23	5	2	4	25	19	27
Number Scoring 85–100	50	54	48	3	5	4	53	59	52
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)