

New York State School Report Card

Comprehensive Information Report

BEDS Code: 66-08-05-03-0004
 Name: Valhalla High School
 Principal: Jerry Salese

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	97	97	106
Tenth	93	94	103
Eleventh	89	92	97
Twelfth	77	82	88
Ungraded Secondary	0	0	0
Total K-12 Enrollment	356	365	394

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	6	1.7%	12	3.3%	13	3.3%
Black (Not Hispanic)	43	12.1%	39	10.7%	41	10.4%
Hispanic	31	8.7%	23	6.3%	29	7.4%
White (Not Hispanic)	276	77.5%	291	79.7%	311	78.9%

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	16	16	20
Mathematics Grade 10	15	16	20
Science Grade 10	16	14	18
Social Studies Grade 10	18	20	17

(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
54	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 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.8%	12	3.3%	15	3.8%
Eligible for Free Lunch	17	4.8%	14	3.8%	19	4.8%

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		95.7%		95.4%		94.9%
Student Suspensions	12	3.5%	60	16.9%	41	11.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.1%	1.1%	2.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	95%	100%

Staff Counts

Staff	2003-04
Total Teachers	40
Total Other Professional Staff	11
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	75	45	60%	69	62	90%	90	71	79%
Students with Disabilities	0	0	0%	12	2	17%	0	0	0%
All Students	75	45	60%	81	64	79%	90	71	79%

*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	59	26	0	0	5	0
Percent	66%	29%	0%	0%	6%	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)
0	0	2	2

*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	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	0	0.0%	0	0.0%

*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	0	314	279
	Number of Students with Disabilities	0	51	27
	Number of All Students	0	365	306
	Percent of Enrollment	0%	100%	78%

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; completion 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%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	27	96%	46	98%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	56	100%	55	98%

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	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	82	84	104	0	0	0
Number Scoring 55–100	80	76	101	0	0	0
Number Scoring 65–100	77	68	95	0	0	0
Number Scoring 85–100	47	33	35	0	0	0
Percentage of Tested Scoring 55–100	98%	90%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	81%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	57%	39%	34%	0%	0%	0%
Mathematics A						
Number Tested	61	92	113	0	0	0
Number Scoring 55–100	57	90	113	0	0	0
Number Scoring 65–100	56	86	106	0	0	0
Number Scoring 85–100	36	29	38	0	0	0
Percentage of Tested Scoring 55–100	93%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	93%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	59%	32%	34%	0%	0%	0%
Mathematics B						
Number Tested	0	58	66	0	0	0
Number Scoring 55–100	0	54	56	0	0	0
Number Scoring 65–100	0	50	48	0	0	0
Number Scoring 85–100	0	10	13	0	0	0
Percentage of Tested Scoring 55–100	0%	93%	85%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	86%	73%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	17%	20%	0%	0%	0%
Global History and Geography						
Number Tested	91	95	99	0	0	0
Number Scoring 55–100	89	89	94	0	0	0
Number Scoring 65–100	78	79	90	0	0	0
Number Scoring 85–100	38	36	52	0	0	0
Percentage of Tested Scoring 55–100	98%	94%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	86%	83%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	38%	53%	0%	0%	0%
U.S. History and Government						
Number Tested	74	87	91	0	1	0
Number Scoring 55–100	73	85	89	0	#	0
Number Scoring 65–100	67	82	82	0	#	0
Number Scoring 85–100	33	38	40	0	#	0
Percentage of Tested Scoring 55–100	99%	98%	98%	0%	#	0%
Percentage of Tested Scoring 65–100	91%	94%	90%	0%	#	0%
Percentage of Tested Scoring 85–100	45%	44%	44%	0%	#	0%

(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	74	91	90	0	0	0
Number Scoring 55–100	74	91	88	0	0	0
Number Scoring 65–100	72	89	87	0	0	0
Number Scoring 85–100	31	37	28	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	98%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	41%	31%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	56	73	59	0	0	0
Number Scoring 55–100	54	71	56	0	0	0
Number Scoring 65–100	54	67	54	0	0	0
Number Scoring 85–100	13	16	16	0	0	0
Percentage of Tested Scoring 55–100	96%	97%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	92%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	23%	22%	27%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	55	54	81	0	0	0
Number Scoring 55–100	53	54	81	0	0	0
Number Scoring 65–100	43	50	77	0	0	0
Number Scoring 85–100	14	20	24	0	0	0
Percentage of Tested Scoring 55–100	96%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	78%	93%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	37%	30%	0%	0%	0%
Physical Setting/Physics						
Number Tested			14			0
Number Scoring 55–100			14			0
Number Scoring 65–100			14			0
Number Scoring 85–100			4			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			29%			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	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	41	21	29	0	0	0
Number Scoring 55–100	41	21	29	0	0	0
Number Scoring 65–100	39	21	28	0	0	0
Number Scoring 85–100	20	9	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	49%	43%	48%	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	33	48	50	0	0	0
Number Scoring 55–100	33	47	48	0	0	0
Number Scoring 65–100	33	46	47	0	0	0
Number Scoring 85–100	19	25	26	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	96%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	52%	52%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	59	6	0	0	0	0
Number Scoring 55–100	55	4	0	0	0	0
Number Scoring 65–100	53	4	0	0	0	0
Number Scoring 85–100	20	0	0	0	0	0
Percentage of Tested Scoring 55–100	93%	67%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	67%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	34%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	7	100%	11	100%
Students with Disabilities	0	0%	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

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	91	91	91	1	1	1	92	92	92
Number Scoring 55–64	#	#	#	#	#	#	6	3	0
Number Scoring 65–84	#	#	#	#	#	#	41	43	51
Number Scoring 85–100	#	#	#	#	#	#	36	38	35
Approved Alternatives	#	#	#	#	#	#	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			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			1			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			5			0
Beginning (0-14)			1			0
Intermediate (15-24)			0			0
Advanced (25-32)			4			0
Proficient (33-35)			0			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)