

New York State School Report Card

Comprehensive Information Report

BEDS Code: 12-04-01-04-0001
 Name: Charlotte Valley School
 Principal: Edgar Whaley

Grade Range : K-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	29	23	29
First	37	34	33
Second	29	30	28
Third	30	28	35
Fourth	35	31	25
Fifth	33	34	36
Sixth	40	32	37
Ungraded Elementary	0	0	0
Seventh	55	46	43
Eighth	43	42	35
Ninth	37	38	47
Tenth	41	30	37
Eleventh	29	34	38
Twelfth	28	25	32
Ungraded Secondary	0	0	0
Total K-12 Enrollment	466	427	455

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	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%	1	0.2%	0	0.0%
Black (Not Hispanic)	5	1.1%	4	0.9%	6	1.3%
Hispanic	2	0.4%	2	0.5%	2	0.4%
White (Not Hispanic)	459	98.5%	420	98.4%	447	98.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	12	15
Common Branch	17	16	15
English Grade 8	20	36	34
Mathematics Grade 8	21	36	30
Science Grade 8	25	35	29
Social Studies Grade 8	20	36	31
English Grade 10	16	28	15
Mathematics Grade 10	7	12	18
Science Grade 10	34	32	35
Social Studies Grade 10	18	27	35

(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 serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	176	37.8%	142	33.3%	153	33.6%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.7%		95.3%		95.0%
Student Suspensions	33	7.2%	36	7.7%	26	6.1%

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

	2002-03	2003-04	2004-05
Reduced Lunch	16.7%	17.8%	15.6%
Public Assistance	31-40%	31-40%	1-10%
Student Stability	93%	96%	94%

Staff Counts

Staff	2004-05
Total Teachers	45
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	5

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002–03	2003–04	2004–05
General-Education Students	Total Graduates*	21	20	27
	Regents Diplomas	9	13	26
	% Regents Diplomas	43%	65%	96%
	Regents Diplomas with Advanced Designation**			16
	% Regents Diplomas with Advanced Designation			59%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	3	1
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	3	3
All Students	Total Graduates*	24	23	28
	Regents Diplomas	9	13	26
	% Regents Diplomas	38%	57%	93%
	Regents Diplomas with Advanced Designation**			16
	% Regents Diplomas with Advanced Designation			57%
	IEP Diplomas or Local Certificates	2	3	3

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001–02, students may earn a Regents diploma by passing (scoring 65–100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004–05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	19	7	0	1	0	0	0	0
	Percent	70%	26%	0%	4%	0%	0%	0%	0%
Students with Disabilities	Number	0	0	0	0	1	0	0	0
	Percent	0%	0%	0%	0%	100%	0%	0%	0%
All Students	Number	19	7	0	1	1	0	0	0
	Percent	68%	25%	0%	4%	4%	0%	0%	0%

High School Noncompletion Rates

		2002–03		2003–04		2004–05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		2	1.9%	5	4.4%
	Entered GED Program*	2		3	2.9%	2	1.8%
	Total Noncompleters	2		5	4.8%	7	6.2%
Students with Disabilities	Dropped Out	2		1	2.9%	3	7.5%
	Entered GED Program*	0		2	5.7%	1	2.5%
	Total Noncompleters	2		3	8.6%	4	10.0%
All Students	Dropped Out	2	1.5%	3	2.1%	8	5.2%
	Entered GED Program*	2	1.5%	5	3.6%	3	2.0%
	Total Noncompleters	4	3.0%	8	5.7%	11	7.2%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	54	53	0
	Number of Students with Disabilities	9	13	0
	Number of All Students	63	66	0
	Percent of Enrollment	93%	102%	0%
6-8	Number of General-Education Students	48	94	71
	Number of Students with Disabilities	18	26	11
	Number of All Students	66	120	82
	Percent of Enrollment	48%	100%	71%
9-12	Number of General-Education Students	79	85	104
	Number of Students with Disabilities	23	13	12
	Number of All Students	102	98	116
	Percent of Enrollment	76%	77%	75%

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2	#	2	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	1	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	1	#	1	#
Science	0	0%	0	0%	0	0%
Reading	1	#	2	#	0	0%
Writing	0	0%	1	#	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	9	22%	23	70%
Science	5	60%	10	60%	8	63%
Reading	8	38%	8	50%	10	60%
Writing	2	#	5	100%	9	67%
Global Studies	5	0%	2	#	9	0%
U.S. Hist & Gov't	3	#	1	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	26	28	32	2	0	8
Number Scoring 55-100	25	28	27	#	0	3
Number Scoring 65-100	24	26	24	#	0	2
Number Scoring 85-100	18	12	6	#	0	0
Percentage of Tested Scoring 55-100	96%	100%	84%	#	0%	38%
Percentage of Tested Scoring 65-100	92%	93%	75%	#	0%	25%
Percentage of Tested Scoring 85-100	69%	43%	19%	#	0%	0%
Mathematics A						
Number Tested	33	24	33	1	2	6
Number Scoring 55-100	31	22	32	#	#	5
Number Scoring 65-100	30	20	29	#	#	2
Number Scoring 85-100	9	6	8	#	#	0
Percentage of Tested Scoring 55-100	94%	92%	97%	#	#	83%
Percentage of Tested Scoring 65-100	91%	83%	88%	#	#	33%
Percentage of Tested Scoring 85-100	27%	25%	24%	#	#	0%
Mathematics B						
Number Tested	0	21	13	0	0	0
Number Scoring 55-100	0	20	8	0	0	0
Number Scoring 65-100	0	17	6	0	0	0
Number Scoring 85-100	0	3	0	0	0	0
Percentage of Tested Scoring 55-100	0%	95%	62%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	81%	46%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	14%	0%	0%	0%	0%
Global History and Geography						
Number Tested	35	32	38	1	4	12
Number Scoring 55-100	33	26	32	#	#	6
Number Scoring 65-100	30	25	22	#	#	4
Number Scoring 85-100	10	3	7	#	#	0
Percentage of Tested Scoring 55-100	94%	81%	84%	#	#	50%
Percentage of Tested Scoring 65-100	86%	78%	58%	#	#	33%
Percentage of Tested Scoring 85-100	29%	9%	18%	#	#	0%
U.S. History and Government						
Number Tested	24	32	29	2	1	7
Number Scoring 55-100	23	31	23	#	#	3
Number Scoring 65-100	23	29	19	#	#	2
Number Scoring 85-100	9	13	9	#	#	0
Percentage of Tested Scoring 55-100	96%	97%	79%	#	#	43%
Percentage of Tested Scoring 65-100	96%	91%	66%	#	#	29%
Percentage of Tested Scoring 85-100	38%	41%	31%	#	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	29	30	43	2	4	17
Number Scoring 55-100	28	29	33	#	#	7
Number Scoring 65-100	27	28	27	#	#	4
Number Scoring 85-100	9	6	9	#	#	0
Percentage of Tested Scoring 55-100	97%	97%	77%	#	#	41%
Percentage of Tested Scoring 65-100	93%	93%	63%	#	#	24%
Percentage of Tested Scoring 85-100	31%	20%	21%	#	#	0%
Physical Setting/Earth Science						
Number Tested	37	33	37	9	4	3
Number Scoring 55-100	28	30	35	2	#	#
Number Scoring 65-100	23	28	32	0	#	#
Number Scoring 85-100	5	6	7	0	#	#
Percentage of Tested Scoring 55-100	76%	91%	95%	22%	#	#
Percentage of Tested Scoring 65-100	62%	85%	86%	0%	#	#
Percentage of Tested Scoring 85-100	14%	18%	19%	0%	#	#
Physical Setting/Chemistry						
Number Tested	21	17	7	0	0	0
Number Scoring 55-100	21	17	7	0	0	0
Number Scoring 65-100	16	17	7	0	0	0
Number Scoring 85-100	1	5	3	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	76%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	5%	29%	43%	0%	0%	0%
Physical Setting/Physics						
Number Tested		10	14		0	0
Number Scoring 55-100		10	11		0	0
Number Scoring 65-100		8	9		0	0
Number Scoring 85-100		1	2		0	0
Percentage of Tested Scoring 55-100		100%	79%		0%	0%
Percentage of Tested Scoring 65-100		80%	64%		0%	0%
Percentage of Tested Scoring 85-100		10%	14%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
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	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	16	20	8	0	0	0
Number Scoring 55-100	16	20	8	0	0	0
Number Scoring 65-100	15	20	8	0	0	0
Number Scoring 85-100	7	7	6	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	44%	35%	75%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	26	0%	0%	27%	73%
	Students with Disabilities	6	17%	0%	83%	0%
	All Students	32	3%	0%	38%	59%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	26	0%	27%	62%	12%
	Students with Disabilities	7	0%	86%	14%	0%
	All Students	33	0%	39%	52%	9%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	26	26	26	4	4	4	30	30	30
Number Scoring 55–64	#	#	#	#	#	#	1	0	1
Number Scoring 65–84	#	#	#	#	#	#	17	14	12
Number Scoring 85–100	#	#	#	#	#	#	10	13	16
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)