

# New York State School Report Card Comprehensive Information Report

BEDS Code: 25-15-01-04-0001  
 Name: Stockbridge Valley Central School  
 Principal: Mary Anne Iritz

Grade Range : PK-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	17	23	34
Kindergarten	48	42	30
First	45	42	44
Second	48	44	44
Third	47	44	42
Fourth	37	47	45
Fifth	45	35	46
Sixth	36	47	35
Ungraded Elementary	0	0	0
Seventh	39	35	45
Eighth	44	37	38
Ninth	39	38	40
Tenth	41	34	43
Eleventh	46	39	34
Twelfth	52	48	35
Ungraded Secondary	0	0	0
Total K-12 Enrollment	567	532	521

## 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	54	9.5%	49	9.2%	48	9.2%
Black (Not Hispanic)	6	1.1%	2	0.4%	1	0.2%
Hispanic	0	0.0%	0	0.0%	2	0.4%
White (Not Hispanic)	507	89.4%	481	90.4%	470	90.2%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	21	15
Common Branch	22	22	21
English Grade 8	0	16	37
Mathematics Grade 8	24	20	35
Science Grade 8	20	0	0
Social Studies Grade 8	0	0	0
English Grade 10	0	15	0
Mathematics Grade 10	12	18	18
Science Grade 10	9	16	34
Social Studies Grade 10	17	13	30

(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	112	19.8%	122	22.9%	127	24.4%

### 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		94.8%		97.5%		95.2%
Student Suspensions	24	4.3%	18	3.2%	11	2.1%

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

	2002-03	2003-04	2004-05
Reduced Lunch	12.7%	13.5%	11.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	100%	94%

### Staff Counts

Staff	2004-05
Total Teachers	43
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*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
<b>General-Education Students</b>	Total Graduates*	41	38	32
	Regents Diplomas	27	29	28
	% Regents Diplomas	66%	76%	88%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	6	8	2
	Regents Diplomas	2	2	1
	% Regents Diplomas	33%	25%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	1	1
<b>All Students</b>	Total Graduates*	47	46	34
	Regents Diplomas	29	31	29
	% Regents Diplomas	62%	67%	85%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			32%
	IEP Diplomas or Local Certificates	1	1	1

\* 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
<b>General-Education Students</b>	<b>Number</b>	10	13	0	2	7	0	0	0
	<b>Percent</b>	31%	41%	0%	6%	22%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	1	0	0	1	0	0	0
	<b>Percent</b>	0%	50%	0%	0%	50%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	10	14	0	2	8	0	0	0
	<b>Percent</b>	29%	41%	0%	6%	24%	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.
<b>General-Education Students</b>	Dropped Out	3		6	4.5%	3	2.3%
	Entered GED Program*	2		0	0.0%	0	0.0%
	Total Noncompleters	5		6	4.5%	3	2.3%
<b>Students with Disabilities</b>	Dropped Out	1		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	0	0.0%
<b>All Students</b>	Dropped Out	4	2.2%	6	3.8%	3	2.0%
	Entered GED Program*	2	1.1%	0	0.0%	0	0.0%
	Total Noncompleters	6	3.4%	6	3.8%	3	2.0%

\*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	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	0	0	0
	Number of Students with Disabilities	28	0	0
	Number of All Students	28	0	0
	Percent of Enrollment	34%	0%	0%
6-8	Number of General-Education Students	75	92	72
	Number of Students with Disabilities	41	27	11
	Number of All Students	116	119	83
	Percent of Enrollment	97%	100%	70%
9-12	Number of General-Education Students	173	126	132
	Number of Students with Disabilities	0	32	20
	Number of All Students	173	158	152
	Percent of Enrollment	97%	99%	100%

(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	0	0%	0	0%	0	0%

## 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%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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%

## Students with Disabilities

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

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	46	31	31	9	2	5
Number Scoring 55-100	45	31	31	8	#	5
Number Scoring 65-100	44	31	29	7	#	4
Number Scoring 85-100	23	21	18	2	#	2
Percentage of Tested Scoring 55-100	98%	100%	100%	89%	#	100%
Percentage of Tested Scoring 65-100	96%	100%	94%	78%	#	80%
Percentage of Tested Scoring 85-100	50%	68%	58%	22%	#	40%
<b>Mathematics A</b>						
Number Tested	45	42	40	2	6	4
Number Scoring 55-100	40	40	40	#	5	#
Number Scoring 65-100	35	39	39	#	5	#
Number Scoring 85-100	11	16	21	#	1	#
Percentage of Tested Scoring 55-100	89%	95%	100%	#	83%	#
Percentage of Tested Scoring 65-100	78%	93%	97%	#	83%	#
Percentage of Tested Scoring 85-100	24%	38%	53%	#	17%	#
<b>Mathematics B</b>						
Number Tested	0	15	19	0	0	0
Number Scoring 55-100	0	14	16	0	0	0
Number Scoring 65-100	0	12	16	0	0	0
Number Scoring 85-100	0	5	6	0	0	0
Percentage of Tested Scoring 55-100	0%	93%	84%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	80%	84%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	33%	32%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	40	38	49	3	4	7
Number Scoring 55-100	37	31	47	#	#	7
Number Scoring 65-100	36	31	43	#	#	6
Number Scoring 85-100	11	13	17	#	#	2
Percentage of Tested Scoring 55-100	93%	82%	96%	#	#	100%
Percentage of Tested Scoring 65-100	90%	82%	88%	#	#	86%
Percentage of Tested Scoring 85-100	28%	34%	35%	#	#	29%
<b>U.S. History and Government</b>						
Number Tested	51	34	32	9	3	4
Number Scoring 55-100	47	31	31	7	#	#
Number Scoring 65-100	44	30	30	5	#	#
Number Scoring 85-100	12	13	16	0	#	#
Percentage of Tested Scoring 55-100	92%	91%	97%	78%	#	#
Percentage of Tested Scoring 65-100	86%	88%	94%	56%	#	#
Percentage of Tested Scoring 85-100	24%	38%	50%	0%	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	35	33	45	3	4	6
Number Scoring 55-100	35	31	42	#	#	4
Number Scoring 65-100	35	29	39	#	#	3
Number Scoring 85-100	14	7	11	#	#	0
Percentage of Tested Scoring 55-100	100%	94%	93%	#	#	67%
Percentage of Tested Scoring 65-100	100%	88%	87%	#	#	50%
Percentage of Tested Scoring 85-100	40%	21%	24%	#	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	45	40	45	5	2	8
Number Scoring 55-100	43	37	41	4	#	7
Number Scoring 65-100	40	31	38	3	#	7
Number Scoring 85-100	12	7	8	0	#	1
Percentage of Tested Scoring 55-100	96%	93%	91%	80%	#	88%
Percentage of Tested Scoring 65-100	89%	78%	84%	60%	#	88%
Percentage of Tested Scoring 85-100	27%	17%	18%	0%	#	12%
<b>Physical Setting/Chemistry</b>						
Number Tested	11	25	7	0	0	0
Number Scoring 55-100	11	22	7	0	0	0
Number Scoring 65-100	11	17	7	0	0	0
Number Scoring 85-100	4	0	0	0	0	0
Percentage of Tested Scoring 55-100	100%	88%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	68%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	36%	0%	0%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		5	2		0	0
Number Scoring 55-100		5	#		0	0
Number Scoring 65-100		5	#		0	0
Number Scoring 85-100		0	#		0	0
Percentage of Tested Scoring 55-100		100%	#		0%	0%
Percentage of Tested Scoring 65-100		100%	#		0%	0%
Percentage of Tested Scoring 85-100		0%	#		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
<b>Comprehensive French</b>						
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%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	15	11	8	0	0	0
Number Scoring 55-100	15	11	8	0	0	0
Number Scoring 65-100	15	11	8	0	0	0
Number Scoring 85-100	10	4	5	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	67%	36%	62%	0%	0%	0%
<b>Comprehensive Latin</b>						
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

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>Nov 2004</b>	General-Education Students	40	0%	0%	68%	33%
	Students with Disabilities	5	0%	0%	60%	40%
	All Students	45	0%	0%	67%	33%

## Middle-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>June 2005</b>	General-Education Students	34	3%	21%	59%	18%
	Students with Disabilities	5	0%	40%	60%	0%
	All Students	39	3%	23%	59%	15%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	31	31	31	2	2	2	33	33	33
Number Scoring 55–64	#	#	#	#	#	#	0	2	0
Number Scoring 65–84	#	#	#	#	#	#	21	17	20
Number Scoring 85–100	#	#	#	#	#	#	11	13	12
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)