

# New York State School Report Card Comprehensive Information Report

BEDS Code: 04-02-04-04-0001  
 Name: West Valley Central School  
 Principal: Bonny Smith

Grade Range : 7-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	32	0	0
Kindergarten	36	0	0
First	29	0	0
Second	22	0	0
Third	47	0	0
Fourth	38	0	0
Fifth	40	0	0
Sixth	37	0	0
Ungraded Elementary	0	0	0
Seventh	32	42	37
Eighth	37	39	42
Ninth	54	34	38
Tenth	42	46	39
Eleventh	38	40	45
Twelfth	36	36	39
Ungraded Secondary	0	0	0
Total K-12 Enrollment	488	237	240

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	1.0%	2	0.8%	4	1.7%
Black (Not Hispanic)	16	3.3%	8	3.4%	6	2.5%
Hispanic	0	0.0%	0	0.0%	1	0.4%
White (Not Hispanic)	467	95.7%	227	95.8%	229	95.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	0	0
Common Branch	17	0	0
English Grade 8	11	18	21
Mathematics Grade 8	17	15	19
Science Grade 8	18	18	21
Social Studies Grade 8	20	18	21
English Grade 10	23	16	21
Mathematics Grade 10	15	14	12
Science Grade 10	23	0	19
Social Studies Grade 10	20	17	20

(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
51	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 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	91	18.7%	44	18.6%	51	21.2%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.0%		96.6%		96.8%
Student Suspensions	8	1.7%	13	2.7%	8	3.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	13.9%	9.7%	11.7%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	94%	86%	92%

### Staff Counts

Staff	2002–2003
Total Teachers	24
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	30	19	63%	29	19	66%	11	5	45%
Students with Disabilities	4	2	50%	0	0	0%	0	0	0%
All Students	34	21	62%	29	19	66%	11	5	45%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	3	4	0	0	1	3
Percent	27%	36%	0%	0%	9%	27%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
0	0	0	0

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			2		6	
	Entered GED Program*			3		1	
	Total Noncompleters			5		7	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	3	1.8%	2	1.3%	7	4.3%
	Entered GED Program*	4	2.4%	3	1.9%	1	0.6%
	Total Noncompleters	7	4.1%	5	3.2%	8	5.0%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	5
	Number of Students with Disabilities		0	5
	Number of All Students		0	10
	Percent of Enrollment		0%	13%
9-12	Number of General-Education Students		0	31
	Number of Students with Disabilities		0	4
	Number of All Students		0	35
	Percent of Enrollment		0%	22%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	30	93%	36	64%	34	85%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	1	#	0	0%	2	#

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	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	2	#	1	#	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	3	#	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	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	33	44	51	2	0	1
Number Scoring 55–100	33	39	50	#	0	#
Number Scoring 65–100	28	25	47	#	0	#
Number Scoring 85–100	10	8	19	#	0	#
Percentage of Tested Scoring 55–100	100%	89%	98%	#	0%	#
Percentage of Tested Scoring 65–100	85%	57%	92%	#	0%	#
Percentage of Tested Scoring 85–100	30%	18%	37%	#	0%	#
<b>Mathematics A</b>						
Number Tested	48	21	74	2	0	1
Number Scoring 55–100	39	12	66	#	0	#
Number Scoring 65–100	36	6	59	#	0	#
Number Scoring 85–100	20	0	17	#	0	#
Percentage of Tested Scoring 55–100	81%	57%	89%	#	0%	#
Percentage of Tested Scoring 65–100	75%	29%	80%	#	0%	#
Percentage of Tested Scoring 85–100	42%	0%	23%	#	0%	#
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	47	55	47	2	0	1
Number Scoring 55–100	46	51	44	#	0	#
Number Scoring 65–100	37	42	43	#	0	#
Number Scoring 85–100	5	9	25	#	0	#
Percentage of Tested Scoring 55–100	98%	93%	94%	#	0%	#
Percentage of Tested Scoring 65–100	79%	76%	91%	#	0%	#
Percentage of Tested Scoring 85–100	11%	16%	53%	#	0%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	33	43	51	0	0	2
Number Scoring 55–100	31	40	50	0	0	#
Number Scoring 65–100	26	28	47	0	0	#
Number Scoring 85–100	10	9	19	0	0	#
Percentage of Tested Scoring 55–100	94%	93%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	79%	65%	92%	0%	0%	#
Percentage of Tested Scoring 85–100	30%	21%	37%	0%	0%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	39	52	38	3	0	2
Number Scoring 55–100	38	46	36	#	0	#
Number Scoring 65–100	37	46	36	#	0	#
Number Scoring 85–100	3	11	9	#	0	#
Percentage of Tested Scoring 55–100	97%	88%	95%	#	0%	#
Percentage of Tested Scoring 65–100	95%	88%	95%	#	0%	#
Percentage of Tested Scoring 85–100	8%	21%	24%	#	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	45	42	34	3	0	4
Number Scoring 55–100	41	38	28	#	0	#
Number Scoring 65–100	34	36	26	#	0	#
Number Scoring 85–100	10	21	12	#	0	#
Percentage of Tested Scoring 55–100	91%	90%	82%	#	0%	#
Percentage of Tested Scoring 65–100	76%	86%	76%	#	0%	#
Percentage of Tested Scoring 85–100	22%	50%	35%	#	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		22	35		0	0
Number Scoring 55–100		19	29		0	0
Number Scoring 65–100		5	20		0	0
Number Scoring 85–100		0	1		0	0
Percentage of Tested Scoring 55–100		86%	83%		0%	0%
Percentage of Tested Scoring 65–100		23%	57%		0%	0%
Percentage of Tested Scoring 85–100		0%	3%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<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	20	20	32	0	0	0
Number Scoring 55–100	20	19	32	0	0	0
Number Scoring 65–100	19	17	29	0	0	0
Number Scoring 85–100	10	9	17	0	0	0
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	85%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	45%	53%	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)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	50	43	0	0	0	0
Number Scoring 55–100	39	38	0	0	0	0
Number Scoring 65–100	31	34	0	0	0	0
Number Scoring 85–100	13	9	0	0	0	0
Percentage of Tested Scoring 55–100	78%	88%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	62%	79%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	26%	21%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	32	36	2	2	0	0
Number Scoring 55–100	28	31	#	#	0	0
Number Scoring 65–100	25	25	#	#	0	0
Number Scoring 85–100	9	15	#	#	0	0
Percentage of Tested Scoring 55–100	88%	86%	#	#	0%	0%
Percentage of Tested Scoring 65–100	78%	69%	#	#	0%	0%
Percentage of Tested Scoring 85–100	28%	42%	#	#	0%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	2	#	19	95%	8	100%
Students with Disabilities	0	0%	0	0%	1	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	36	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	40	0%	48%	48%	5%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	35	35	35	1	1	1	36	36	36
Number Scoring 55–64	#	#	#	#	#	#	2	8	0
Number Scoring 65–84	#	#	#	#	#	#	30	19	29
Number Scoring 85–100	#	#	#	#	#	#	3	8	6
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)