

# New York State District Report Card Comprehensive Information Report

BEDS Code: 25-15-01-04-0000

Name: Stockbridge Valley Central School District

Superintendent: Randy C. Richards

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	29	0	17
Kindergarten	54	43	48
First	50	47	45
Second	42	49	48
Third	39	37	47
Fourth	37	44	37
Fifth	41	38	45
Sixth	37	34	36
Ungraded Elementary	0	0	0
Seventh	40	43	39
Eighth	47	41	44
Ninth	51	44	39
Tenth	55	50	41
Eleventh	42	51	46
Twelfth	46	42	52
Ungraded Secondary	0	0	0
Total K-12 Enrollment	581	563	567

## 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	65	11.2%	53	9.4%	54	9.5%
Black (Not Hispanic)	16	2.8%	4	0.7%	6	1.1%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	500	86.1%	506	89.9%	507	89.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	22	16
Common Branch	19	18	22
English Grade 8	11	2	0
Mathematics Grade 8	18	0	24
Science Grade 8	24	21	20
Social Studies Grade 8	17	0	0
English Grade 10	0	22	0
Mathematics Grade 10	21	0	12
Science Grade 10	25	10	9
Social Studies Grade 10	16	22	17

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	136	23.4%	134	23.8%	112	19.8%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.9%		94.3%		94.9%
<b>Student Suspensions</b>	47	7.8%	45	7.7%	24	4.3%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	12.4%	11.6%	12.7%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	44
Total Other Professional Staff	5
Total Paraprofessionals	8
Teaching Out of Certification*	2
Teachers with Temporary Licenses	1

\*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	36	17	47%	36	15	42%	42	27	64%
Students with Disabilities	4	1	25%	8	1	12%	9	2	22%
All Students	40	18	45%	44	16	36%	51	29	57%

\*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	13	23	0	2	9	4
Percent	25%	45%	0%	4%	18%	8%

## 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)
9	2	1	10

\*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			0		3	
	Entered GED Program*			5		2	
	Total Noncompleters			5		5	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			1		1	
	Total Noncompleters			1		3	
All Students	Dropped Out	4	2.1%	0	0.0%	5	2.8%
	Entered GED Program*	0	0.0%	6	3.2%	3	1.7%
	Total Noncompleters	4	2.1%	6	3.2%	8	4.5%

\*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	28
	Number of All Students		0	28
	Percent of Enrollment		0%	34%
6–8	Number of General-Education Students		71	75
	Number of Students with Disabilities		13	41
	Number of All Students		84	116
	Percent of Enrollment		71%	97%
9–12	Number of General-Education Students		161	173
	Number of Students with Disabilities		26	0
	Number of All Students		187	173
	Percent of Enrollment		100%	97%

## 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	0	0%	29	59%	0	0%

### 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	0	0%	0	0%	0	0%

(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	3	#	1	#	0	0%
Science	2	#	0	0%	0	0%
Reading	1	#	2	#	0	0%
Writing	1	#	2	#	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	6	17%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	0	0%	0	0%
Science	4	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	1	#	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	48	50	46	8	6	9
Number Scoring 55–100	46	49	45	8	6	8
Number Scoring 65–100	37	46	44	5	6	7
Number Scoring 85–100	10	27	23	0	2	2
Percentage of Tested Scoring 55–100	96%	98%	98%	100%	100%	89%
Percentage of Tested Scoring 65–100	77%	92%	96%	62%	100%	78%
Percentage of Tested Scoring 85–100	21%	54%	50%	0%	33%	22%
<b>Mathematics A</b>						
Number Tested	17	53	46	0	7	2
Number Scoring 55–100	17	46	40	0	7	#
Number Scoring 65–100	15	40	35	0	7	#
Number Scoring 85–100	8	7	11	0	0	#
Percentage of Tested Scoring 55–100	100%	87%	87%	0%	100%	#
Percentage of Tested Scoring 65–100	88%	75%	76%	0%	100%	#
Percentage of Tested Scoring 85–100	47%	13%	24%	0%	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	60	51	41	10	13	3
Number Scoring 55–100	56	46	37	9	12	#
Number Scoring 65–100	48	44	36	7	12	#
Number Scoring 85–100	16	5	11	0	0	#
Percentage of Tested Scoring 55–100	93%	90%	90%	90%	92%	#
Percentage of Tested Scoring 65–100	80%	86%	88%	70%	92%	#
Percentage of Tested Scoring 85–100	27%	10%	27%	0%	0%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	20	60	51	2	7	9
Number Scoring 55–100	13	58	47	#	7	7
Number Scoring 65–100	5	44	44	#	4	5
Number Scoring 85–100	0	18	12	#	2	0
Percentage of Tested Scoring 55–100	65%	97%	92%	#	100%	78%
Percentage of Tested Scoring 65–100	25%	73%	86%	#	57%	56%
Percentage of Tested Scoring 85–100	0%	30%	24%	#	29%	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	40	34	35	7	2	3
Number Scoring 55–100	39	34	35	6	#	#
Number Scoring 65–100	37	32	35	4	#	#
Number Scoring 85–100	9	10	14	1	#	#
Percentage of Tested Scoring 55–100	97%	100%	100%	86%	#	#
Percentage of Tested Scoring 65–100	93%	94%	100%	57%	#	#
Percentage of Tested Scoring 85–100	23%	29%	40%	14%	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	21	56	45	8	9	5
Number Scoring 55–100	15	50	43	5	9	4
Number Scoring 65–100	9	43	40	2	8	3
Number Scoring 85–100	1	7	12	0	2	0
Percentage of Tested Scoring 55–100	71%	89%	96%	62%	100%	80%
Percentage of Tested Scoring 65–100	43%	77%	89%	25%	89%	60%
Percentage of Tested Scoring 85–100	5%	12%	27%	0%	22%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		18	11		1	0
Number Scoring 55–100		18	11		#	0
Number Scoring 65–100		17	11		#	0
Number Scoring 85–100		4	4		#	0
Percentage of Tested Scoring 55–100		100%	100%		#	0%
Percentage of Tested Scoring 65–100		94%	100%		#	0%
Percentage of Tested Scoring 85–100		22%	36%		#	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	15	15	0	0	0
Number Scoring 55–100	18	15	15	0	0	0
Number Scoring 65–100	15	14	15	0	0	0
Number Scoring 85–100	5	8	10	0	0	0
Percentage of Tested Scoring 55–100	90%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	75%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	53%	67%	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	42	2	0	4	0	0
Number Scoring 55–100	40	#	0	#	0	0
Number Scoring 65–100	33	#	0	#	0	0
Number Scoring 85–100	11	#	0	#	0	0
Percentage of Tested Scoring 55–100	95%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	79%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	26%	#	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	17	25	15	0	0	1
Number Scoring 55–100	17	23	15	0	0	#
Number Scoring 65–100	16	21	15	0	0	#
Number Scoring 85–100	7	15	9	0	0	#
Percentage of Tested Scoring 55–100	100%	92%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	94%	84%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	41%	60%	60%	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	34	100%	28	100%	1	#
Students with Disabilities	8	100%	3	#	0	0%

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	35	0%	6%	66%	29%
	Students with Disabilities	8	0%	25%	75%	0%
	All Students	43	0%	9%	67%	23%

## 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	37	0%	19%	70%	11%
	Students with Disabilities	6	0%	17%	83%	0%
	All Students	43	0%	19%	72%	9%

(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	41	41	41	9	9	9	50	50	50
Number Scoring 55–64	3	4	4	2	3	2	5	7	6
Number Scoring 65–84	23	21	24	5	2	2	28	23	26
Number Scoring 85–100	15	15	12	0	2	2	15	17	14
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)