

New York State School Report Card Comprehensive Information Report

BEDS Code: 50-04-02-06-0014
 Name: Spring Valley High School
 Principal: Beverly Davis

Grade Range : 9-12

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	305	321	303
Tenth	303	336	333
Eleventh	333	303	338
Twelfth	301	318	272
Ungraded Secondary	2	0	0
Total K-12 Enrollment	1244	1278	1246

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	120	9.6%	119	9.3%	110	8.8%
Black (Not Hispanic)	682	54.8%	742	58.1%	747	60.0%
Hispanic	151	12.1%	138	10.8%	146	11.7%
White (Not Hispanic)	291	23.4%	279	21.8%	243	19.5%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
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	18	22
English Grade 10	21	18	20
Mathematics Grade 10	22	20	24
Science Grade 10	23	26	24
Social Studies Grade 10	23	24	23

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle 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	139	11.2%	150	11.7%	130	10.4%
Eligible for Free Lunch	467	37.5%	158	12.4%	407	32.7%

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		91.4%		90.9%		93.1%
Student Suspensions	206	17.9%	104	8.4%	37	2.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	13.2%	29.7%	11.2%
Public Assistance	31-40%	41-50%	41-50%
Student Stability	88%	93%	96%

Staff Counts

Staff	2002–2003
Total Teachers	95
Total Other Professional Staff	25
Total Paraprofessionals	NA
Teaching Out of Certification*	18
Teachers with Temporary Licenses	2

*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	207	67	32%	233	72	31%	193	58	30%
Students with Disabilities	12	3	25%	6	0	0%	11	1	9%
All Students	219	70	32%	239	72	30%	204	59	29%

*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	90	92	0	1	0	21
Percent	44%	45%	0%	0%	0%	10%

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)
11	1	3	14

*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			71		43	
	Entered GED Program*			14		14	
	Total Noncompleters			85		57	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		1	
	Total Noncompleters			0		2	
All Students	Dropped Out	34	2.7%	71	5.6%	44	3.5%
	Entered GED Program*	1	0.1%	14	1.1%	15	1.2%
	Total Noncompleters	35	2.8%	85	6.7%	59	4.7%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	173
	Number of Students with Disabilities		0	112
	Number of All Students		0	285
	Percent of Enrollment		0%	23%

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%	32	94%
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%	76	79%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
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%	7	100%

(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	#	6	67%	2	#
Science	29	41%	27	59%	7	71%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	29	45%	2	#	0	0%
U.S. Hist & Gov't	32	16%	3	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	64%	18	33%	21	76%
Science	22	5%	19	37%	18	83%
Reading	0	0%	0	0%	0	0%
Writing	5	100%	7	86%	2	#
Global Studies	28	79%	14	50%	13	31%
U.S. Hist & Gov't	13	77%	5	40%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	299	255	258	12	17	18
Number Scoring 55–100	288	225	237	10	10	15
Number Scoring 65–100	239	182	219	8	6	12
Number Scoring 85–100	70	82	88	1	1	2
Percentage of Tested Scoring 55–100	96%	88%	92%	83%	59%	83%
Percentage of Tested Scoring 65–100	80%	71%	85%	67%	35%	67%
Percentage of Tested Scoring 85–100	23%	32%	34%	8%	6%	11%
Mathematics A						
Number Tested	0	288	336	0	17	23
Number Scoring 55–100	0	146	218	0	4	10
Number Scoring 65–100	0	101	144	0	1	2
Number Scoring 85–100	0	35	24	0	0	0
Percentage of Tested Scoring 55–100	0%	51%	65%	0%	24%	43%
Percentage of Tested Scoring 65–100	0%	35%	43%	0%	6%	9%
Percentage of Tested Scoring 85–100	0%	12%	7%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	148	0	0	5
Number Scoring 55–100	0	0	72	0	0	1
Number Scoring 65–100	0	0	55	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	49%	0%	0%	20%
Percentage of Tested Scoring 65–100	0%	0%	37%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	2%	0%	0%	0%
Global History and Geography						
Number Tested	232	328	308	24	24	20
Number Scoring 55–100	217	261	263	20	12	15
Number Scoring 65–100	190	207	224	10	7	12
Number Scoring 85–100	54	25	70	2	1	1
Percentage of Tested Scoring 55–100	94%	80%	85%	83%	50%	75%
Percentage of Tested Scoring 65–100	82%	63%	73%	42%	29%	60%
Percentage of Tested Scoring 85–100	23%	8%	23%	8%	4%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	243	295	267	8	16	18
Number Scoring 55–100	199	262	246	6	12	16
Number Scoring 65–100	164	214	219	6	10	11
Number Scoring 85–100	59	43	76	1	1	2
Percentage of Tested Scoring 55–100	82%	89%	92%	75%	75%	89%
Percentage of Tested Scoring 65–100	67%	73%	82%	75%	62%	61%
Percentage of Tested Scoring 85–100	24%	15%	28%	12%	6%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	200	254	214	6	17	8
Number Scoring 55–100	189	237	197	5	17	7
Number Scoring 65–100	167	219	176	4	15	5
Number Scoring 85–100	15	51	48	0	0	1
Percentage of Tested Scoring 55–100	94%	93%	92%	83%	100%	88%
Percentage of Tested Scoring 65–100	83%	86%	82%	67%	88%	62%
Percentage of Tested Scoring 85–100	7%	20%	22%	0%	0%	12%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	242	224	334	16	14	26
Number Scoring 55–100	177	175	270	10	8	17
Number Scoring 65–100	140	141	203	7	4	9
Number Scoring 85–100	41	38	39	1	0	0
Percentage of Tested Scoring 55–100	73%	78%	81%	62%	57%	65%
Percentage of Tested Scoring 65–100	58%	63%	61%	44%	29%	35%
Percentage of Tested Scoring 85–100	17%	17%	12%	6%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		147	188		1	6
Number Scoring 55–100		103	118		#	2
Number Scoring 65–100		44	63		#	2
Number Scoring 85–100		1	5		#	1
Percentage of Tested Scoring 55–100		70%	63%		#	33%
Percentage of Tested Scoring 65–100		30%	34%		#	33%
Percentage of Tested Scoring 85–100		1%	3%		#	17%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	46	55	51	0	1	1
Number Scoring 55–100	44	52	50	0	#	#
Number Scoring 65–100	41	48	48	0	#	#
Number Scoring 85–100	13	24	33	0	#	#
Percentage of Tested Scoring 55–100	96%	95%	98%	0%	#	#
Percentage of Tested Scoring 65–100	89%	87%	94%	0%	#	#
Percentage of Tested Scoring 85–100	28%	44%	65%	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	123	133	120	3	2	2
Number Scoring 55–100	106	127	117	#	#	#
Number Scoring 65–100	97	124	114	#	#	#
Number Scoring 85–100	55	80	84	#	#	#
Percentage of Tested Scoring 55–100	86%	95%	97%	#	#	#
Percentage of Tested Scoring 65–100	79%	93%	95%	#	#	#
Percentage of Tested Scoring 85–100	45%	60%	70%	#	#	#
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	235	133	17	8	4	0
Number Scoring 55–100	135	58	4	2	#	0
Number Scoring 65–100	102	42	3	1	#	0
Number Scoring 85–100	34	4	0	0	#	0
Percentage of Tested Scoring 55–100	57%	44%	24%	25%	#	0%
Percentage of Tested Scoring 65–100	43%	32%	18%	12%	#	0%
Percentage of Tested Scoring 85–100	14%	3%	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	178	171	41	1	3	2
Number Scoring 55–100	109	127	31	#	#	#
Number Scoring 65–100	85	94	21	#	#	#
Number Scoring 85–100	30	30	1	#	#	#
Percentage of Tested Scoring 55–100	61%	74%	76%	#	#	#
Percentage of Tested Scoring 65–100	48%	55%	51%	#	#	#
Percentage of Tested Scoring 85–100	17%	18%	2%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	15	100%	1	#	0	0%
Students with Disabilities	4	#	0	0%	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
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
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	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	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	240	240	240	20	20	20	260	260	260
Number Scoring 55–64	23	24	18	2	2	2	25	26	20
Number Scoring 65–84	115	119	131	12	10	9	127	129	140
Number Scoring 85–100	53	37	30	1	1	0	54	38	30
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)