

New York State School Report Card Comprehensive Information Report

BEDS Code: 62-09-01-06-0001
 Name: Rondout Valley High School
 Principal: William Cafiero

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	211	209	241
Tenth	214	210	215
Eleventh	220	216	192
Twelfth	175	205	196
Ungraded Secondary	0	0	0
Total K-12 Enrollment	820	840	844

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	7	0.9%	10	1.2%	14	1.7%
Black (Not Hispanic)	19	2.3%	21	2.5%	18	2.1%
Hispanic	9	1.1%	11	1.3%	14	1.7%
White (Not Hispanic)	785	95.7%	798	95.0%	798	94.5%

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	0	0
English Grade 10	20	23	22
Mathematics Grade 10	19	20	22
Science Grade 10	19	22	25
Social Studies Grade 10	25	22	23

(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
49	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 lower 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	4	0.5%	9	1.1%	0	0.0%
Eligible for Free Lunch	61	7.4%	188	22.4%	53	6.3%

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		91.5%		92.1%		92.0%
Student Suspensions	109	13.4%	76	9.3%	131	15.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.0%	11.6%	4.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	100%	98%

Staff Counts

Staff	2002–2003
Total Teachers	60
Total Other Professional Staff	8
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	153	91	59%	189	107	57%	174	124	71%
Students with Disabilities	7	1	14%	1	0	0%	10	4	40%
All Students	160	92	57%	190	107	56%	184	128	70%

*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	83	79	0	8	14	0
Percent	45%	43%	0%	4%	8%	0%

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)
10	4	5	15

*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			25		22	
	Entered GED Program*			3		2	
	Total Noncompleters			28		24	
Students with Disabilities	Dropped Out			6		3	
	Entered GED Program*			0		1	
	Total Noncompleters			6		4	
All Students	Dropped Out	19	2.3%	31	3.7%	25	3.0%
	Entered GED Program*	11	1.3%	3	0.4%	3	0.4%
	Total Noncompleters	30	3.7%	34	4.0%	28	3.3%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

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%	0	0%	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	1	#	28	93%	5	80%
Science	2	#	16	81%	0	0%
Reading	5	100%	25	96%	3	#
Writing	1	#	24	96%	2	#
Global Studies	1	#	21	95%	0	0%
U.S. Hist & Gov't	4	#	28	100%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	36	86%	26	77%	23	70%
Science	11	73%	14	64%	9	78%
Reading	0	0%	5	80%	15	80%
Writing	0	0%	2	#	11	55%
Global Studies	1	#	7	71%	7	14%
U.S. Hist & Gov't	0	0%	2	#	7	43%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	199	186	185	20	14	24
Number Scoring 55–100	189	172	166	15	9	13
Number Scoring 65–100	168	156	144	3	5	10
Number Scoring 85–100	61	75	65	0	1	2
Percentage of Tested Scoring 55–100	95%	92%	90%	75%	64%	54%
Percentage of Tested Scoring 65–100	84%	84%	78%	15%	36%	42%
Percentage of Tested Scoring 85–100	31%	40%	35%	0%	7%	8%
Mathematics A						
Number Tested	0	70	239	0	4	26
Number Scoring 55–100	0	35	199	0	#	15
Number Scoring 65–100	0	32	174	0	#	12
Number Scoring 85–100	0	17	44	0	#	2
Percentage of Tested Scoring 55–100	0%	50%	83%	0%	#	58%
Percentage of Tested Scoring 65–100	0%	46%	73%	0%	#	46%
Percentage of Tested Scoring 85–100	0%	24%	18%	0%	#	8%
Mathematics B (first administered June 2001)						
Number Tested	0	0	22	0	0	0
Number Scoring 55–100	0	0	20	0	0	0
Number Scoring 65–100	0	0	20	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	14%	0%	0%	0%
Global History and Geography						
Number Tested	236	186	201	30	20	32
Number Scoring 55–100	222	175	172	24	18	16
Number Scoring 65–100	187	155	152	13	16	10
Number Scoring 85–100	56	33	58	0	0	0
Percentage of Tested Scoring 55–100	94%	94%	86%	80%	90%	50%
Percentage of Tested Scoring 65–100	79%	83%	76%	43%	80%	31%
Percentage of Tested Scoring 85–100	24%	18%	29%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	188	201	200	14	15	28
Number Scoring 55–100	170	189	183	10	11	22
Number Scoring 65–100	144	162	171	5	9	19
Number Scoring 85–100	56	53	60	1	0	1
Percentage of Tested Scoring 55–100	90%	94%	92%	71%	73%	79%
Percentage of Tested Scoring 65–100	77%	81%	85%	36%	60%	68%
Percentage of Tested Scoring 85–100	30%	26%	30%	7%	0%	4%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	160	196	226	0	24	31
Number Scoring 55–100	159	180	204	0	18	19
Number Scoring 65–100	152	173	186	0	15	14
Number Scoring 85–100	45	66	62	0	3	0
Percentage of Tested Scoring 55–100	99%	92%	90%	0%	75%	61%
Percentage of Tested Scoring 65–100	95%	88%	82%	0%	62%	45%
Percentage of Tested Scoring 85–100	28%	34%	27%	0%	12%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	197	166	166	20	22	26
Number Scoring 55–100	183	156	141	16	18	16
Number Scoring 65–100	176	142	130	16	16	12
Number Scoring 85–100	76	50	54	1	7	2
Percentage of Tested Scoring 55–100	93%	94%	85%	80%	82%	62%
Percentage of Tested Scoring 65–100	89%	86%	78%	80%	73%	46%
Percentage of Tested Scoring 85–100	39%	30%	33%	5%	32%	8%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		101	100		3	5
Number Scoring 55–100		96	91		#	4
Number Scoring 65–100		69	68		#	3
Number Scoring 85–100		2	12		#	0
Percentage of Tested Scoring 55–100		95%	91%		#	80%
Percentage of Tested Scoring 65–100		68%	68%		#	60%
Percentage of Tested Scoring 85–100		2%	12%		#	0%
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	14	32	29	0	2	0
Number Scoring 55–100	14	32	28	0	#	0
Number Scoring 65–100	13	32	27	0	#	0
Number Scoring 85–100	9	18	15	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	#	0%
Percentage of Tested Scoring 65–100	93%	100%	93%	0%	#	0%
Percentage of Tested Scoring 85–100	64%	56%	52%	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	51	113	87	0	1	0
Number Scoring 55–100	51	113	85	0	#	0
Number Scoring 65–100	51	113	82	0	#	0
Number Scoring 85–100	33	78	55	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	94%	0%	#	0%
Percentage of Tested Scoring 85–100	65%	69%	63%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	208	111	12	13	8	1
Number Scoring 55–100	165	88	3	7	5	#
Number Scoring 65–100	142	78	0	6	5	#
Number Scoring 85–100	58	23	0	0	0	#
Percentage of Tested Scoring 55–100	79%	79%	25%	54%	62%	#
Percentage of Tested Scoring 65–100	68%	70%	0%	46%	62%	#
Percentage of Tested Scoring 85–100	28%	21%	0%	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	110	95	63	0	3	2
Number Scoring 55–100	86	85	49	0	#	#
Number Scoring 65–100	73	76	44	0	#	#
Number Scoring 85–100	29	41	14	0	#	#
Percentage of Tested Scoring 55–100	78%	89%	78%	0%	#	#
Percentage of Tested Scoring 65–100	66%	80%	70%	0%	#	#
Percentage of Tested Scoring 85–100	26%	43%	22%	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	88	97%	89	93%	70	86%
Students with Disabilities	26	69%	18	56%	18	56%

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	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	177	177	177	20	20	20	197	197	197
Number Scoring 55–64	11	19	5	4	2	2	15	21	7
Number Scoring 65–84	100	97	81	9	8	7	109	105	88
Number Scoring 85–100	57	49	84	0	0	2	57	49	86
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)