

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 08-10-03-04-0004  
 Name: Unadilla Valley High School  
 Principal: Stephen R. Bradley

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	81	89	101
Tenth	88	78	67
Eleventh	67	80	77
Twelfth	66	60	74
Ungraded Secondary	0	0	0
Total K-12 Enrollment	302	307	319

### 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	0	0.0%	1	0.3%	0	0.0%
Black (Not Hispanic)	1	0.3%	1	0.3%	3	0.9%
Hispanic	4	1.3%	8	2.6%	7	2.2%
White (Not Hispanic)	297	98.3%	297	96.7%	309	96.9%

### 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	19	16	24
Mathematics Grade 10	20	15	16
Science Grade 10	0	0	0
Social Studies Grade 10	18	17	14

(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>
47	All schools in this group are secondary level schools in rural 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**

	<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>	90	29.8%	75	24.4%	75	23.5%

**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>		93.8%		93.1%		92.3%
<b>Student Suspensions</b>	34	11.4%	26	8.6%	50	16.3%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	6.6%	9.1%	12.2%
<b>Public Assistance</b>	31-40%	31-40%	21-30%
<b>Student Stability</b>	95%	98%	100%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	22
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	56	25	45%	58	29	50%	68	29	43%
Students with Disabilities	5	0	0%	5	0	0%	7	0	0%
All Students	61	25	41%	63	29	46%	75	29	39%

\*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	20	21	0	5	29	0
Percent	27%	28%	0%	7%	39%	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)
7	0	1	8

\*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		10	
	Entered GED Program*			0		1	
	Total Noncompleters			0		11	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	6	2.0%	0	0.0%	11	3.4%
	Entered GED Program*	6	2.0%	0	0.0%	1	0.3%
	Total Noncompleters	12	4.0%	0	0.0%	12	3.8%

\*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		246	282
	Number of Students with Disabilities		34	37
	Number of All Students		280	319
	Percent of Enrollment		91%	100%

## 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	0	0%	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	6	33%	0	0%	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	0	0%
Science	2	#	0	0%	3	#
Reading	1	#	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	3	#	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	10	60%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	64	73	75	11	6	2
Number Scoring 55–100	64	72	73	11	5	#
Number Scoring 65–100	53	68	70	6	5	#
Number Scoring 85–100	18	40	45	0	0	#
Percentage of Tested Scoring 55–100	100%	99%	97%	100%	83%	#
Percentage of Tested Scoring 65–100	83%	93%	93%	55%	83%	#
Percentage of Tested Scoring 85–100	28%	55%	60%	0%	0%	#
<b>Mathematics A</b>						
Number Tested	0	0	75	0	0	7
Number Scoring 55–100	0	0	66	0	0	5
Number Scoring 65–100	0	0	59	0	0	3
Number Scoring 85–100	0	0	18	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	88%	0%	0%	71%
Percentage of Tested Scoring 65–100	0%	0%	79%	0%	0%	43%
Percentage of Tested Scoring 85–100	0%	0%	24%	0%	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	83	77	16	8	6	0
Number Scoring 55–100	74	74	12	7	5	0
Number Scoring 65–100	47	56	9	4	3	0
Number Scoring 85–100	8	3	0	0	0	0
Percentage of Tested Scoring 55–100	89%	96%	75%	88%	83%	0%
Percentage of Tested Scoring 65–100	57%	73%	56%	50%	50%	0%
Percentage of Tested Scoring 85–100	10%	4%	0%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	57	82	158	9	7	11
Number Scoring 55–100	47	72	138	8	3	7
Number Scoring 65–100	32	62	120	5	2	5
Number Scoring 85–100	9	19	35	1	0	0
Percentage of Tested Scoring 55–100	82%	88%	87%	89%	43%	64%
Percentage of Tested Scoring 65–100	56%	76%	76%	56%	29%	45%
Percentage of Tested Scoring 85–100	16%	23%	22%	11%	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	35	65	82	5	3	8
Number Scoring 55–100	35	63	78	5	#	8
Number Scoring 65–100	35	59	73	5	#	6
Number Scoring 85–100	1	22	25	0	#	0
Percentage of Tested Scoring 55–100	100%	97%	95%	100%	#	100%
Percentage of Tested Scoring 65–100	100%	91%	89%	100%	#	75%
Percentage of Tested Scoring 85–100	3%	34%	30%	0%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	23	47	46	0	1	0
Number Scoring 55–100	23	47	43	0	#	0
Number Scoring 65–100	19	46	41	0	#	0
Number Scoring 85–100	11	16	16	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	93%	0%	#	0%
Percentage of Tested Scoring 65–100	83%	98%	89%	0%	#	0%
Percentage of Tested Scoring 85–100	48%	34%	35%	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		25	31		1	0
Number Scoring 55–100		20	19		#	0
Number Scoring 65–100		10	8		#	0
Number Scoring 85–100		0	0		#	0
Percentage of Tested Scoring 55–100		80%	61%		#	0%
Percentage of Tested Scoring 65–100		40%	26%		#	0%
Percentage of Tested Scoring 85–100		0%	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	18	18	8	0	0	0
Number Scoring 55–100	17	18	8	0	0	0
Number Scoring 65–100	17	18	8	0	0	0
Number Scoring 85–100	9	6	4	0	0	0
Percentage of Tested Scoring 55–100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	33%	50%	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	34	32	41	2	0	1
Number Scoring 55–100	33	30	37	#	0	#
Number Scoring 65–100	32	28	33	#	0	#
Number Scoring 85–100	14	7	12	#	0	#
Percentage of Tested Scoring 55–100	97%	94%	90%	#	0%	#
Percentage of Tested Scoring 65–100	94%	88%	80%	#	0%	#
Percentage of Tested Scoring 85–100	41%	22%	29%	#	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	40	39	40	1	1	0
Number Scoring 55–100	39	37	38	#	#	0
Number Scoring 65–100	38	37	35	#	#	0
Number Scoring 85–100	28	19	21	#	#	0
Percentage of Tested Scoring 55–100	97%	95%	95%	#	#	0%
Percentage of Tested Scoring 65–100	95%	95%	88%	#	#	0%
Percentage of Tested Scoring 85–100	70%	49%	53%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	34	34	46	1	1	1
Number Scoring 55–100	31	34	45	#	#	#
Number Scoring 65–100	30	33	43	#	#	#
Number Scoring 85–100	15	19	22	#	#	#
Percentage of Tested Scoring 55–100	91%	100%	98%	#	#	#
Percentage of Tested Scoring 65–100	88%	97%	93%	#	#	#
Percentage of Tested Scoring 85–100	44%	56%	48%	#	#	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	25	100%	0	0%	14	100%
Students with Disabilities	9	100%	0	0%	2	#

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	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
<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	71	71	71	8	8	8	79	79	79
Number Scoring 55–64	20	13	4	2	2	2	22	15	6
Number Scoring 65–84	38	36	38	4	0	4	42	36	42
Number Scoring 85–100	8	17	23	0	0	0	8	17	23
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)