

New York State School Report Card Comprehensive Information Report

BEDS Code: 60-08-01-04-0002

Grade Range : 7-12

Name: Spencer-Van Etten High School

Principal: Paul Zoltowski

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	108	101	91
Eighth	105	117	94
Ninth	82	103	117
Tenth	100	80	96
Eleventh	101	99	72
Twelfth	88	89	79
Ungraded Secondary	0	0	25
Total K-12 Enrollment	584	589	574

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	0.9%	7	1.2%	6	1.0%
Black (Not Hispanic)	3	0.5%	2	0.3%	2	0.3%
Hispanic	3	0.5%	4	0.7%	6	1.0%
White (Not Hispanic)	573	98.1%	576	97.8%	560	97.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	23	19
Mathematics Grade 8	20	23	18
Science Grade 8	19	23	19
Social Studies Grade 8	0	22	0
English Grade 10	0	0	19
Mathematics Grade 10	20	25	24
Science Grade 10	21	19	24
Social Studies Grade 10	0	0	21

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
46	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 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	120	20.5%	101	17.2%	101	17.6%

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		94.8%		94.7%		95.1%
Student Suspensions	19	3.4%	41	7.0%	35	5.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.7%	12.7%	10.1%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	97%	2%	97%

Staff Counts

Staff	2002–2003
Total Teachers	43
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	65	65	100%	72	40	56%	64	42	66%
Students with Disabilities	3	1	33%	1	1	100%	4	1	25%
All Students	68	66	97%	73	41	56%	68	43	63%

*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	27	30	2	1	6	2
Percent	40%	44%	3%	1%	9%	3%

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)
4	1	6	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			10		4	
	Entered GED Program*			2		2	
	Total Noncompleters			12		6	
Students with Disabilities	Dropped Out			5		2	
	Entered GED Program*			0		2	
	Total Noncompleters			5		4	
All Students	Dropped Out	9	2.4%	15	4.0%	6	1.6%
	Entered GED Program*	0	0.0%	2	0.5%	4	1.1%
	Total Noncompleters	9	2.4%	17	4.6%	10	2.6%

*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	26	100%	39	100%	20	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	65	86%	53	74%	71	83%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	5	80%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	6	17%	5	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%	1	#
Science	0	0%	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%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	71%	0	0%	1	#
Science	5	40%	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	1	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	77	75	65	1	3	7
Number Scoring 55–100	77	75	58	#	#	5
Number Scoring 65–100	74	69	53	#	#	2
Number Scoring 85–100	14	28	24	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	89%	#	#	71%
Percentage of Tested Scoring 65–100	96%	92%	82%	#	#	29%
Percentage of Tested Scoring 85–100	18%	37%	37%	#	#	0%
Mathematics A						
Number Tested	0	70	110	0	2	10
Number Scoring 55–100	0	49	91	0	#	7
Number Scoring 65–100	0	45	76	0	#	6
Number Scoring 85–100	0	11	13	0	#	1
Percentage of Tested Scoring 55–100	0%	70%	83%	0%	#	70%
Percentage of Tested Scoring 65–100	0%	64%	69%	0%	#	60%
Percentage of Tested Scoring 85–100	0%	16%	12%	0%	#	10%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	79	65	95	5	4	5
Number Scoring 55–100	79	64	93	5	#	5
Number Scoring 65–100	72	58	87	4	#	3
Number Scoring 85–100	39	29	43	0	#	0
Percentage of Tested Scoring 55–100	100%	98%	98%	100%	#	100%
Percentage of Tested Scoring 65–100	91%	89%	92%	80%	#	60%
Percentage of Tested Scoring 85–100	49%	45%	45%	0%	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	83	77	74	1	3	9
Number Scoring 55–100	81	64	72	#	#	8
Number Scoring 65–100	68	52	63	#	#	6
Number Scoring 85–100	25	17	20	#	#	1
Percentage of Tested Scoring 55–100	98%	83%	97%	#	#	89%
Percentage of Tested Scoring 65–100	82%	68%	85%	#	#	67%
Percentage of Tested Scoring 85–100	30%	22%	27%	#	#	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	71	73	194	3	4	15
Number Scoring 55–100	71	72	184	#	#	11
Number Scoring 65–100	69	69	170	#	#	6
Number Scoring 85–100	19	19	50	#	#	0
Percentage of Tested Scoring 55–100	100%	99%	95%	#	#	73%
Percentage of Tested Scoring 65–100	97%	95%	88%	#	#	40%
Percentage of Tested Scoring 85–100	27%	26%	26%	#	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	78	100	0	6	3	0
Number Scoring 55–100	65	94	0	4	#	0
Number Scoring 65–100	57	79	0	4	#	0
Number Scoring 85–100	15	30	0	0	#	0
Percentage of Tested Scoring 55–100	83%	94%	0%	67%	#	0%
Percentage of Tested Scoring 65–100	73%	79%	0%	67%	#	0%
Percentage of Tested Scoring 85–100	19%	30%	0%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		50	42		1	3
Number Scoring 55–100		43	42		#	#
Number Scoring 65–100		39	37		#	#
Number Scoring 85–100		2	9		#	#
Percentage of Tested Scoring 55–100		86%	100%		#	#
Percentage of Tested Scoring 65–100		78%	88%		#	#
Percentage of Tested Scoring 85–100		4%	21%		#	#
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	16	15	22	0	0	0
Number Scoring 55–100	16	15	22	0	0	0
Number Scoring 65–100	16	15	22	0	0	0
Number Scoring 85–100	11	10	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	69%	67%	64%	0%	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	45	36	50	1	1	2
Number Scoring 55–100	45	36	49	#	#	#
Number Scoring 65–100	42	36	49	#	#	#
Number Scoring 85–100	23	20	30	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	#	#
Percentage of Tested Scoring 65–100	93%	100%	98%	#	#	#
Percentage of Tested Scoring 85–100	51%	56%	60%	#	#	#
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	70	17	0	2	1	0
Number Scoring 55–100	52	13	0	#	#	0
Number Scoring 65–100	46	12	0	#	#	0
Number Scoring 85–100	12	0	0	#	#	0
Percentage of Tested Scoring 55–100	74%	76%	0%	#	#	0%
Percentage of Tested Scoring 65–100	66%	71%	0%	#	#	0%
Percentage of Tested Scoring 85–100	17%	0%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	39	35	0	0	0	0
Number Scoring 55–100	29	23	0	0	0	0
Number Scoring 65–100	22	21	0	0	0	0
Number Scoring 85–100	9	4	0	0	0	0
Percentage of Tested Scoring 55–100	74%	66%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	56%	60%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	23%	11%	0%	0%	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	3	#	1	#	1	#
Students with Disabilities	0	0%	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	84	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	87	2%	39%	49%	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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	1	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	71	71	71	13	13	13	84	84	84
Number Scoring 55–64	5	11	3	1	3	0	6	14	3
Number Scoring 65–84	27	36	45	4	1	4	31	37	49
Number Scoring 85–100	35	18	20	0	0	0	35	18	20
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)