

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-08-05-03-0004

Grade Range : 9-12

Name: Valhalla High School

Principal: Jerry Salese

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	96	97	97
Tenth	90	93	94
Eleventh	75	89	92
Twelfth	80	77	82
Ungraded Secondary	0	0	0
Total K-12 Enrollment	341	356	365

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	3	0.9%	6	1.7%	12	3.3%
Black (Not Hispanic)	37	10.9%	43	12.1%	39	10.7%
Hispanic	34	10.0%	31	8.7%	23	6.3%
White (Not Hispanic)	267	78.3%	276	77.5%	291	79.7%

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	21	16	16
Mathematics Grade 10	16	15	16
Science Grade 10	17	16	14
Social Studies Grade 10	15	18	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
54	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the higher 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	13	3.8%	3	0.8%	12	3.3%
Eligible for Free Lunch	17	5.0%	17	4.8%	14	3.8%

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		95.5%		95.7%		95.4%
Student Suspensions	21	6.0%	12	3.5%	60	16.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.6%	1.1%	1.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	97%	95%

Staff Counts

Staff	2002–2003
Total Teachers	44
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	66	49	74%	75	45	60%	69	62	90%
Students with Disabilities	11	1	9%	0	0	0%	12	2	17%
All Students	77	50	65%	75	45	60%	81	64	79%

*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	79	2	0	0	0	0
Percent	98%	2%	0%	0%	0%	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)
12	2	0	12

*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		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	3	0.9%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	3	0.9%	0	0.0%	0	0.0%

*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	314
	Number of Students with Disabilities		0	51
	Number of All Students		0	365
	Percent of Enrollment		0%	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%	27	96%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	56	100%

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%	1	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	1	#	0	0%	7	100%
U.S. Hist & Gov't	2	#	2	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	4	#	0	0%	0	0%
U.S. Hist & Gov't	5	100%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	70	82	84	12	0	0
Number Scoring 55–100	70	80	76	12	0	0
Number Scoring 65–100	69	77	68	12	0	0
Number Scoring 85–100	39	47	33	3	0	0
Percentage of Tested Scoring 55–100	100%	98%	90%	100%	0%	0%
Percentage of Tested Scoring 65–100	99%	94%	81%	100%	0%	0%
Percentage of Tested Scoring 85–100	56%	57%	39%	25%	0%	0%
Mathematics A						
Number Tested	0	61	92	0	0	0
Number Scoring 55–100	0	57	90	0	0	0
Number Scoring 65–100	0	56	86	0	0	0
Number Scoring 85–100	0	36	29	0	0	0
Percentage of Tested Scoring 55–100	0%	93%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	92%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	59%	32%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	58	0	0	0
Number Scoring 55–100	0	0	54	0	0	0
Number Scoring 65–100	0	0	50	0	0	0
Number Scoring 85–100	0	0	10	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	0%
Global History and Geography						
Number Tested	83	91	95	13	0	0
Number Scoring 55–100	82	89	89	12	0	0
Number Scoring 65–100	76	78	79	10	0	0
Number Scoring 85–100	44	38	36	1	0	0
Percentage of Tested Scoring 55–100	99%	98%	94%	92%	0%	0%
Percentage of Tested Scoring 65–100	92%	86%	83%	77%	0%	0%
Percentage of Tested Scoring 85–100	53%	42%	38%	8%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	74	74	87	15	0	1
Number Scoring 55–100	69	73	85	12	0	#
Number Scoring 65–100	62	67	82	9	0	#
Number Scoring 85–100	36	33	38	4	0	#
Percentage of Tested Scoring 55–100	93%	99%	98%	80%	0%	#
Percentage of Tested Scoring 65–100	84%	91%	94%	60%	0%	#
Percentage of Tested Scoring 85–100	49%	45%	44%	27%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	59	74	91	4	0	0
Number Scoring 55–100	59	74	91	#	0	0
Number Scoring 65–100	57	72	89	#	0	0
Number Scoring 85–100	22	31	37	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	97%	97%	98%	#	0%	0%
Percentage of Tested Scoring 85–100	37%	42%	41%	#	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	41	56	73	1	0	0
Number Scoring 55–100	40	54	71	#	0	0
Number Scoring 65–100	38	54	67	#	0	0
Number Scoring 85–100	13	13	16	#	0	0
Percentage of Tested Scoring 55–100	98%	96%	97%	#	0%	0%
Percentage of Tested Scoring 65–100	93%	96%	92%	#	0%	0%
Percentage of Tested Scoring 85–100	32%	23%	22%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		55	54		0	0
Number Scoring 55–100		53	54		0	0
Number Scoring 65–100		43	50		0	0
Number Scoring 85–100		14	20		0	0
Percentage of Tested Scoring 55–100		96%	100%		0%	0%
Percentage of Tested Scoring 65–100		78%	93%		0%	0%
Percentage of Tested Scoring 85–100		25%	37%		0%	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	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 Italian						
Number Tested	45	41	21	2	0	0
Number Scoring 55–100	45	41	21	#	0	0
Number Scoring 65–100	44	39	21	#	0	0
Number Scoring 85–100	26	20	9	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	95%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	58%	49%	43%	#	0%	0%
Comprehensive German						
Number Tested	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	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	44	33	48	0	0	0
Number Scoring 55–100	44	33	47	0	0	0
Number Scoring 65–100	44	33	46	0	0	0
Number Scoring 85–100	36	19	25	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	82%	58%	52%	0%	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	60	35	8	5	0	1
Number Scoring 55–100	59	31	6	5	0	#
Number Scoring 65–100	56	26	6	5	0	#
Number Scoring 85–100	34	2	1	2	0	#
Percentage of Tested Scoring 55–100	98%	89%	75%	100%	0%	#
Percentage of Tested Scoring 65–100	93%	74%	75%	100%	0%	#
Percentage of Tested Scoring 85–100	57%	6%	12%	40%	0%	#
Sequential Mathematics, Course III						
Number Tested	58	59	6	3	0	0
Number Scoring 55–100	51	55	4	#	0	0
Number Scoring 65–100	44	53	4	#	0	0
Number Scoring 85–100	32	20	0	#	0	0
Percentage of Tested Scoring 55–100	88%	93%	67%	#	0%	0%
Percentage of Tested Scoring 65–100	76%	90%	67%	#	0%	0%
Percentage of Tested Scoring 85–100	55%	34%	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	4	#	1	#	7	100%
Students with Disabilities	3	#	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	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	72	72	72	14	14	14	86	86	86
Number Scoring 55–64	1	4	1	4	2	2	5	6	3
Number Scoring 65–84	24	31	43	7	6	4	31	37	47
Number Scoring 85–100	42	34	27	0	0	0	42	34	27
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)