New York State School Report Card
Comprehensive Information Report

BEDS Code: 49-14-01-04-0002 Grade Range : 9-12
Name: Hoosic Valley Senior High School
Principal: David Zachar

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	103	90	91
Tenth	94	101	91
Eleventh	81	85	101
Twelfth	85	78	80
Ungraded Secondary	0	0	0
Total K-12 Enrollment	363	354	363

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%	0	0.0%	0	0.0%
Black (Not Hispanic)	2	0.6%	2	0.6%	3	0.8%
Hispanic	6	1.7%	0	0.0%	0	0.0%
White (Not Hispanic)	355	97.8%	352	99.4%	360	99.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	14	20	16
Mathematics Grade 8	17	10	18
Science Grade 8	0	10	18
Social Studies Grade 8	0	0	0
English Grade 10	0	19	17
Mathematics Grade 10	40	0	0
Science Grade 10	0	17	12
Social Studies Grade 10	19	19	17

(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
50	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 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	49	13.5%	16	4.5%	28	7.7%

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		93.2%		93.3%		94.9%
Student Suspensions	68	12.5%	19	5.2%	28	7.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.1%	3.7%	3.0%
Public Assistance	11-20%	1-10%	11-20%
Student Stability	58%	100%	99%

Staff Counts

Staff	2002–2003
Total Teachers	43
Total Other Professional Staff	5
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	79	43	54%	71	41	58%	5	5	100%
Students with Disabilities	3	0	0%	4	0	0%	0	0	0%
All Students	82	43	52%	75	41	55%	5	5	100%

*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	1	2	0	0	0	2
Percent	20%	40%	0%	0%	0%	40%

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)
0	0	0	0

*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			1		0	
	Entered GED Program*			4		0	
	Total Noncompleters			5		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			1		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	3	0.8%	1	0.3%	0	0.0%
	Entered GED Program*	1	0.3%	5	1.4%	0	0.0%
	Total Noncompleters	4	1.1%	6	1.7%	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	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%	27	100%
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%	24	96%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%	2	#

(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%	2	#	2	#
Science	2	#	1	#	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	2	#	3	#
U.S. Hist & Gov't	2	#	0	0%	7	86%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	1	#	3	#
Science	2	#	2	#	3	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	5	100%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	71	80	89	6	2	2
Number Scoring 55–100	70	78	88	5	#	#
Number Scoring 65–100	69	74	88	4	#	#
Number Scoring 85–100	14	34	25	0	#	#
Percentage of Tested Scoring 55–100	99%	97%	99%	83%	#	#
Percentage of Tested Scoring 65–100	97%	93%	99%	67%	#	#
Percentage of Tested Scoring 85–100	20%	42%	28%	0%	#	#
Mathematics A						
Number Tested	30	97	92	4	2	3
Number Scoring 55–100	22	83	80	#	#	#
Number Scoring 65–100	19	68	69	#	#	#
Number Scoring 85–100	0	27	10	#	#	#
Percentage of Tested Scoring 55–100	73%	86%	87%	#	#	#
Percentage of Tested Scoring 65–100	63%	70%	75%	#	#	#
Percentage of Tested Scoring 85–100	0%	28%	11%	#	#	#
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	86	100	80	6	2	3
Number Scoring 55–100	83	93	75	6	#	#
Number Scoring 65–100	75	80	68	4	#	#
Number Scoring 85–100	28	18	24	0	#	#
Percentage of Tested Scoring 55–100	97%	93%	94%	100%	#	#
Percentage of Tested Scoring 65–100	87%	80%	85%	67%	#	#
Percentage of Tested Scoring 85–100	33%	18%	30%	0%	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	72	80	87	7	2	2
Number Scoring 55–100	67	72	86	3	#	#
Number Scoring 65–100	58	64	79	3	#	#
Number Scoring 85–100	21	14	26	0	#	#
Percentage of Tested Scoring 55–100	93%	90%	99%	43%	#	#
Percentage of Tested Scoring 65–100	81%	80%	91%	43%	#	#
Percentage of Tested Scoring 85–100	29%	17%	30%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	70	90	72	5	1	3
Number Scoring 55–100	70	90	72	5	#	#
Number Scoring 65–100	65	90	72	3	#	#
Number Scoring 85–100	21	45	24	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	#
Percentage of Tested Scoring 65–100	93%	100%	100%	60%	#	#
Percentage of Tested Scoring 85–100	30%	50%	33%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	87	95	82	3	8	7
Number Scoring 55–100	69	87	74	#	7	6
Number Scoring 65–100	57	75	61	#	5	4
Number Scoring 85–100	16	22	18	#	1	1
Percentage of Tested Scoring 55–100	79%	92%	90%	#	88%	86%
Percentage of Tested Scoring 65–100	66%	79%	74%	#	62%	57%
Percentage of Tested Scoring 85–100	18%	23%	22%	#	12%	14%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		26	41		1	1
Number Scoring 55–100		26	41		#	#
Number Scoring 65–100		23	40		#	#
Number Scoring 85–100		4	14		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		88%	98%		#	#
Percentage of Tested Scoring 85–100		15%	34%		#	#
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	24	25	1	0	1	0
Number Scoring 55–100	24	23	#	0	#	0
Number Scoring 65–100	22	21	#	0	#	0
Number Scoring 85–100	8	3	#	0	#	0
Percentage of Tested Scoring 55–100	100%	92%	#	0%	#	0%
Percentage of Tested Scoring 65–100	92%	84%	#	0%	#	0%
Percentage of Tested Scoring 85–100	33%	12%	#	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	28	29	24	0	0	0
Number Scoring 55–100	28	29	23	0	0	0
Number Scoring 65–100	28	29	21	0	0	0
Number Scoring 85–100	18	21	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	64%	72%	54%	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	54	44	1	0	0	0
Number Scoring 55–100	43	41	#	0	0	0
Number Scoring 65–100	35	35	#	0	0	0
Number Scoring 85–100	11	13	#	0	0	0
Percentage of Tested Scoring 55–100	80%	93%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	65%	80%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	20%	30%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	54	41	34	0	0	0
Number Scoring 55–100	48	40	30	0	0	0
Number Scoring 65–100	42	37	28	0	0	0
Number Scoring 85–100	13	11	16	0	0	0
Percentage of Tested Scoring 55–100	89%	98%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	78%	90%	82%	0%	0%	0%
Percentage of Tested Scoring 85–100	24%	27%	47%	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	18	100%	33	100%	18	100%
Students with Disabilities	1	#	1	#	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

	Count of Students					
Test	**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	82	82	82	3	3	3	85	85	85
Number Scoring 55–64	#	#	#	#	#	#	2	10	13
Number Scoring 65–84	#	#	#	#	#	#	11	49	34
Number Scoring 85–100	#	#	#	#	#	#	2	15	27
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)