

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-06-02-0003
 Name: Earl L Vandermeulen High School
 Principal: Daniel Nolan

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	89	85	85
Tenth	90	85	84
Eleventh	83	87	84
Twelfth	89	81	85
Ungraded Secondary	0	0	0
Total K-12 Enrollment	351	338	338

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	9	2.6%	10	3.0%	8	2.4%
Black (Not Hispanic)	4	1.1%	4	1.2%	5	1.5%
Hispanic	6	1.7%	6	1.8%	7	2.1%
White (Not Hispanic)	332	94.6%	318	94.1%	318	94.1%

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	24	17	24
Mathematics Grade 10	10	23	18
Science Grade 10	16	12	9
Social Studies Grade 10	16	15	14

(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
53	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 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	3	0.9%	4	1.2%	5	1.5%
Eligible for Free Lunch	7	2.0%	3	0.9%	4	1.2%

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		92.3%		91.8%		93.5%
Student Suspensions	12	3.5%	21	6.0%	15	4.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	28
Total Other Professional Staff	3
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	72	57	79%	73	57	78%	78	63	81%
Students with Disabilities	11	2	18%	4	3	75%	8	2	25%
All Students	83	59	71%	77	60	78%	86	65	76%

*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	61	15	0	1	8	1
Percent	71%	17%	0%	1%	9%	1%

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)
8	2	0	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			1		0	
	Entered GED Program*			3		0	
	Total Noncompleters			4		0	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			1		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	3	0.9%	2	0.6%	1	0.3%
	Entered GED Program*	1	0.3%	4	1.2%	0	0.0%
	Total Noncompleters	4	1.1%	6	1.8%	1	0.3%

*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		338	306
	Number of Students with Disabilities		0	32
	Number of All Students		338	338
	Percent of Enrollment		100%	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%	20	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	10	100%
Spanish	0	0%	0	0%	65	98%

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%	4	#

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

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	5	100%
Science	0	0%	0	0%	0	0%
Reading	3	#	0	0%	4	#
Writing	3	#	0	0%	5	100%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	82	81	85	9	7	8
Number Scoring 55–100	79	78	84	6	7	8
Number Scoring 65–100	76	77	84	5	7	8
Number Scoring 85–100	51	47	67	0	0	5
Percentage of Tested Scoring 55–100	96%	96%	99%	67%	100%	100%
Percentage of Tested Scoring 65–100	93%	95%	99%	56%	100%	100%
Percentage of Tested Scoring 85–100	62%	58%	79%	0%	0%	62%
Mathematics A						
Number Tested	10	10	97	3	7	10
Number Scoring 55–100	4	4	87	#	3	8
Number Scoring 65–100	4	3	81	#	3	7
Number Scoring 85–100	1	0	38	#	0	0
Percentage of Tested Scoring 55–100	40%	40%	90%	#	43%	80%
Percentage of Tested Scoring 65–100	40%	30%	84%	#	43%	70%
Percentage of Tested Scoring 85–100	10%	0%	39%	#	0%	0%
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	82	84	88	8	9	10
Number Scoring 55–100	82	84	85	8	9	10
Number Scoring 65–100	82	82	83	8	9	10
Number Scoring 85–100	55	52	46	3	4	3
Percentage of Tested Scoring 55–100	100%	100%	97%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	98%	94%	100%	100%	100%
Percentage of Tested Scoring 85–100	67%	62%	52%	38%	44%	30%
U.S. History and Government (first administered June 2001)						
Number Tested	78	85	87	6	8	9
Number Scoring 55–100	77	85	86	6	8	9
Number Scoring 65–100	71	78	81	6	7	8
Number Scoring 85–100	45	43	50	1	1	3
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	91%	92%	93%	100%	88%	89%
Percentage of Tested Scoring 85–100	58%	51%	57%	17%	12%	33%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	77	82	82	11	7	13
Number Scoring 55–100	77	82	82	11	7	13
Number Scoring 65–100	77	82	81	11	7	13
Number Scoring 85–100	41	41	52	3	1	4
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 85–100	53%	50%	63%	27%	14%	31%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	38	34	91	5	8	7
Number Scoring 55–100	38	32	88	5	8	5
Number Scoring 65–100	37	30	85	4	8	5
Number Scoring 85–100	14	10	45	2	3	2
Percentage of Tested Scoring 55–100	100%	94%	97%	100%	100%	71%
Percentage of Tested Scoring 65–100	97%	88%	93%	80%	100%	71%
Percentage of Tested Scoring 85–100	37%	29%	49%	40%	38%	29%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		70	66		3	0
Number Scoring 55–100		67	66		#	0
Number Scoring 65–100		57	64		#	0
Number Scoring 85–100		8	25		#	0
Percentage of Tested Scoring 55–100		96%	100%		#	0%
Percentage of Tested Scoring 65–100		81%	97%		#	0%
Percentage of Tested Scoring 85–100		11%	38%		#	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	11	17	13	0	0	0
Number Scoring 55–100	11	17	13	0	0	0
Number Scoring 65–100	11	17	13	0	0	0
Number Scoring 85–100	10	13	12	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	91%	76%	92%	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	33	20	38	0	0	2
Number Scoring 55–100	33	20	38	0	0	#
Number Scoring 65–100	33	20	38	0	0	#
Number Scoring 85–100	29	19	22	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	88%	95%	58%	0%	0%	#
Comprehensive Latin						
Number Tested	11	15	17	0	0	0
Number Scoring 55–100	11	15	17	0	0	0
Number Scoring 65–100	11	15	17	0	0	0
Number Scoring 85–100	7	8	13	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	64%	53%	76%	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	78	78	0	7	3	0
Number Scoring 55–100	73	70	0	5	#	0
Number Scoring 65–100	67	63	0	4	#	0
Number Scoring 85–100	43	32	0	1	#	0
Percentage of Tested Scoring 55–100	94%	90%	0%	71%	#	0%
Percentage of Tested Scoring 65–100	86%	81%	0%	57%	#	0%
Percentage of Tested Scoring 85–100	55%	41%	0%	14%	#	0%
Sequential Mathematics, Course III						
Number Tested	66	64	59	1	2	2
Number Scoring 55–100	61	62	59	#	#	#
Number Scoring 65–100	59	57	58	#	#	#
Number Scoring 85–100	33	37	20	#	#	#
Percentage of Tested Scoring 55–100	92%	97%	100%	#	#	#
Percentage of Tested Scoring 65–100	89%	89%	98%	#	#	#
Percentage of Tested Scoring 85–100	50%	58%	34%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	9	100%	0	0%	17	100%
Students with Disabilities	1	#	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
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	79	79	79	9	9	9	88	88	88
Number Scoring 55–64	1	2	0	0	1	0	1	3	0
Number Scoring 65–84	19	28	31	1	6	7	20	34	38
Number Scoring 85–100	50	43	44	0	1	2	50	44	46
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)