

New York State School Report Card Comprehensive Information Report

BEDS Code: 62-11-01-06-0005

Grade Range : 9-12

Name: New Paltz Senior High School

Principal: Barbara Clinton

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	206	212	192
Tenth	169	192	195
Eleventh	152	162	189
Twelfth	185	133	159
Ungraded Secondary	0	0	0
Total K-12 Enrollment	712	699	735

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	27	3.8%	27	3.9%	21	2.9%
Black (Not Hispanic)	50	7.0%	42	6.0%	46	6.3%
Hispanic	47	6.6%	39	5.6%	37	5.0%
White (Not Hispanic)	588	82.6%	591	84.5%	631	85.9%

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	23	22	22
Mathematics Grade 10	17	21	17
Science Grade 10	20	20	20
Social Studies Grade 10	24	20	23

(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	9	1.3%	11	1.6%	8	1.1%
Eligible for Free Lunch	50	7.0%	84	12.0%	77	10.5%

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		92.2%		93.8%		94.9%
Student Suspensions	70	10.1%	102	14.3%	95	13.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.9%	4.4%	2.7%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	100%	100%	104%

Staff Counts

Staff	2002–2003
Total Teachers	51
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	136	98	72%	106	86	81%	131	100	76%
Students with Disabilities	18	4	22%	12	1	8%	21	7	33%
All Students	154	102	66%	118	87	74%	152	107	70%

*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	75	51	0	6	9	11
Percent	49%	34%	0%	4%	6%	7%

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)
21	7	1	22

*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		8	
	Entered GED Program*			10		2	
	Total Noncompleters			20		10	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			2		0	
	Total Noncompleters			4		1	
All Students	Dropped Out	11	1.5%	12	1.7%	9	1.2%
	Entered GED Program*	10	1.4%	12	1.7%	2	0.3%
	Total Noncompleters	21	2.9%	24	3.4%	11	1.5%

*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	580
	Number of Students with Disabilities		0	120
	Number of All Students		0	700
	Percent of Enrollment		0%	95%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	10	70%	0	0%	8	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	19	95%	17	88%	19	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%	2	#	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%	1	#	0	0%
Science	0	0%	5	100%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	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	6	50%	8	62%	16	88%
Science	11	82%	8	38%	6	83%
Reading	11	82%	10	90%	10	90%
Writing	19	95%	7	100%	13	100%
Global Studies	43	37%	13	31%	9	56%
U.S. Hist & Gov't	30	63%	11	36%	7	57%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	201	181	184	13	25	14
Number Scoring 55–100	189	172	172	8	19	8
Number Scoring 65–100	176	162	167	7	16	7
Number Scoring 85–100	73	90	95	1	5	0
Percentage of Tested Scoring 55–100	94%	95%	93%	62%	76%	57%
Percentage of Tested Scoring 65–100	88%	90%	91%	54%	64%	50%
Percentage of Tested Scoring 85–100	36%	50%	52%	8%	20%	0%
Mathematics A						
Number Tested	0	13	204	0	6	24
Number Scoring 55–100	0	6	176	0	2	16
Number Scoring 65–100	0	4	155	0	0	12
Number Scoring 85–100	0	0	31	0	0	1
Percentage of Tested Scoring 55–100	0%	46%	86%	0%	33%	67%
Percentage of Tested Scoring 65–100	0%	31%	76%	0%	0%	50%
Percentage of Tested Scoring 85–100	0%	0%	15%	0%	0%	4%
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	193	190	213	23	25	31
Number Scoring 55–100	178	179	201	19	21	25
Number Scoring 65–100	161	165	191	14	17	22
Number Scoring 85–100	78	88	101	4	3	4
Percentage of Tested Scoring 55–100	92%	94%	94%	83%	84%	81%
Percentage of Tested Scoring 65–100	83%	87%	90%	61%	68%	71%
Percentage of Tested Scoring 85–100	40%	46%	47%	17%	12%	13%
U.S. History and Government (first administered June 2001)						
Number Tested	139	176	176	17	26	18
Number Scoring 55–100	122	168	174	10	23	17
Number Scoring 65–100	112	149	170	8	16	17
Number Scoring 85–100	53	52	100	2	3	5
Percentage of Tested Scoring 55–100	88%	95%	99%	59%	88%	94%
Percentage of Tested Scoring 65–100	81%	85%	97%	47%	62%	94%
Percentage of Tested Scoring 85–100	38%	30%	57%	12%	12%	28%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	150	147	172	18	17	15
Number Scoring 55–100	150	146	169	18	17	14
Number Scoring 65–100	145	142	164	16	15	13
Number Scoring 85–100	52	51	61	2	1	0
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	100%	93%
Percentage of Tested Scoring 65–100	97%	97%	95%	89%	88%	87%
Percentage of Tested Scoring 85–100	35%	35%	35%	11%	6%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	161	209	192	14	22	31
Number Scoring 55–100	148	197	167	10	18	23
Number Scoring 65–100	127	180	152	9	15	17
Number Scoring 85–100	52	66	61	1	2	1
Percentage of Tested Scoring 55–100	92%	94%	87%	71%	82%	74%
Percentage of Tested Scoring 65–100	79%	86%	79%	64%	68%	55%
Percentage of Tested Scoring 85–100	32%	32%	32%	7%	9%	3%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		84	84		1	7
Number Scoring 55–100		82	80		#	7
Number Scoring 65–100		72	68		#	5
Number Scoring 85–100		15	19		#	0
Percentage of Tested Scoring 55–100		98%	95%		#	100%
Percentage of Tested Scoring 65–100		86%	81%		#	71%
Percentage of Tested Scoring 85–100		18%	23%		#	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	50	46	53	2	1	0
Number Scoring 55–100	49	46	53	#	#	0
Number Scoring 65–100	46	46	52	#	#	0
Number Scoring 85–100	21	29	33	#	#	0
Percentage of Tested Scoring 55–100	98%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	92%	100%	98%	#	#	0%
Percentage of Tested Scoring 85–100	42%	63%	62%	#	#	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	79	105	85	2	4	1
Number Scoring 55–100	77	104	84	#	#	#
Number Scoring 65–100	74	103	84	#	#	#
Number Scoring 85–100	47	69	61	#	#	#
Percentage of Tested Scoring 55–100	97%	99%	99%	#	#	#
Percentage of Tested Scoring 65–100	94%	98%	99%	#	#	#
Percentage of Tested Scoring 85–100	59%	66%	72%	#	#	#
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	175	178	53	3	11	3
Number Scoring 55–100	148	143	43	#	9	#
Number Scoring 65–100	132	127	39	#	6	#
Number Scoring 85–100	64	44	9	#	1	#
Percentage of Tested Scoring 55–100	85%	80%	81%	#	82%	#
Percentage of Tested Scoring 65–100	75%	71%	74%	#	55%	#
Percentage of Tested Scoring 85–100	37%	25%	17%	#	9%	#
Sequential Mathematics, Course III						
Number Tested	99	114	131	2	4	8
Number Scoring 55–100	89	93	99	#	#	4
Number Scoring 65–100	82	75	90	#	#	3
Number Scoring 85–100	44	49	38	#	#	1
Percentage of Tested Scoring 55–100	90%	82%	76%	#	#	50%
Percentage of Tested Scoring 65–100	83%	66%	69%	#	#	38%
Percentage of Tested Scoring 85–100	44%	43%	29%	#	#	12%

(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	#	26	96%	0	0%
Students with Disabilities	0	0%	14	86%	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	132	132	132	19	19	19	151	151	151
Number Scoring 55–64	1	2	1	2	2	1	3	4	2
Number Scoring 65–84	60	76	74	9	10	9	69	86	83
Number Scoring 85–100	67	48	51	4	2	2	71	50	53
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)