

New York State School Report Card Comprehensive Information Report

BEDS Code: 44-11-01-04-0001
 Name: Minisink Valley High School
 Principal: Jack Latini

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	362	357	429
Tenth	357	345	367
Eleventh	300	341	346
Twelfth	286	300	351
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1305	1343	1493

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	10	0.8%	13	1.0%	17	1.1%
Black (Not Hispanic)	38	2.9%	35	2.6%	43	2.9%
Hispanic	61	4.7%	78	5.8%	90	6.0%
White (Not Hispanic)	1196	91.6%	1217	90.6%	1343	90.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	21	22
Mathematics Grade 10	26	20	23
Science Grade 10	24	18	23
Social Studies Grade 10	20	21	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
49	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 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.2%	1	0.1%	2	0.1%
Eligible for Free Lunch	91	7.0%	98	7.3%	94	6.3%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.9%		91.5%		94.2%
Student Suspensions	61	4.9%	152	11.7%	186	13.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	5.4%	4.8%	4.2%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	98%	100%	93%

Staff Counts

Staff	2003-04
Total Teachers	96
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	234	147	63%	236	149	63%	293	197	67%
Students with Disabilities	12	0	0%	15	0	0%	21	0	0%
All Students	246	147	60%	251	149	59%	314	197	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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	124	140	1	7	33	9
Percent	39%	45%	0%	2%	11%	3%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
21	0	6	27

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	33		19		16	1.2%
	Entered GED Program*	3		20		9	0.7%
	Total Noncompleters	36		39		25	1.9%
Students with Disabilities	Dropped Out	4		4		2	1.4%
	Entered GED Program*	0		3		1	0.7%
	Total Noncompleters	4		7		3	2.1%
All Students	Dropped Out	37	2.8%	23	1.7%	18	1.2%
	Entered GED Program*	3	0.2%	23	1.7%	10	0.7%
	Total Noncompleters	40	3.1%	46	3.4%	28	1.9%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	26
	Number of Students with Disabilities	0	0	4
	Number of All Students	0	0	30
	Percent of Enrollment	0%	0%	2%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	21	43%	8	75%	16	25%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	1	#	1	#	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	77%	18	94%	3	#
Science	6	100%	0	0%	1	#
Reading	0	0%	1	#	1	#
Writing	1	#	1	#	0	0%
Global Studies	1	#	2	#	1	#
U.S. Hist & Gov't	2	#	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	30	87%	22	55%
Science	2	#	2	#	3	#
Reading	1	#	18	78%	7	71%
Writing	1	#	8	88%	0	0%
Global Studies	3	#	25	20%	4	#
U.S. Hist & Gov't	8	50%	7	100%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	292	339	84	14	22	23
Number Scoring 55-100	268	317	70	4	9	13
Number Scoring 65-100	239	292	53	1	4	8
Number Scoring 85-100	104	155	7	0	0	2
Percentage of Tested Scoring 55-100	92%	94%	83%	29%	41%	57%
Percentage of Tested Scoring 65-100	82%	86%	63%	7%	18%	35%
Percentage of Tested Scoring 85-100	36%	46%	8%	0%	0%	9%
Mathematics A						
Number Tested	385	427	320	20	31	30
Number Scoring 55-100	265	308	305	2	8	21
Number Scoring 65-100	217	234	261	1	3	11
Number Scoring 85-100	55	64	77	0	0	1
Percentage of Tested Scoring 55-100	69%	72%	95%	10%	26%	70%
Percentage of Tested Scoring 65-100	56%	55%	82%	5%	10%	37%
Percentage of Tested Scoring 85-100	14%	15%	24%	0%	0%	3%
Mathematics B						
Number Tested	0	1	99	0	0	0
Number Scoring 55-100	0	#	71	0	0	0
Number Scoring 65-100	0	#	47	0	0	0
Number Scoring 85-100	0	#	5	0	0	0
Percentage of Tested Scoring 55-100	0%	#	72%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	47%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	5%	0%	0%	0%
Global History and Geography						
Number Tested	347	370	378	21	30	36
Number Scoring 55-100	323	339	332	16	16	14
Number Scoring 65-100	289	301	288	9	10	9
Number Scoring 85-100	66	135	129	2	3	1
Percentage of Tested Scoring 55-100	93%	92%	88%	76%	53%	39%
Percentage of Tested Scoring 65-100	83%	81%	76%	43%	33%	25%
Percentage of Tested Scoring 85-100	19%	36%	34%	10%	10%	3%
U.S. History and Government						
Number Tested	281	337	319	13	16	24
Number Scoring 55-100	258	329	296	9	14	18
Number Scoring 65-100	218	317	269	5	11	11
Number Scoring 85-100	75	133	145	1	0	3
Percentage of Tested Scoring 55-100	92%	98%	93%	69%	88%	75%
Percentage of Tested Scoring 65-100	78%	94%	84%	38%	69%	46%
Percentage of Tested Scoring 85-100	27%	39%	45%	8%	0%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	368	349	504	19	18	43
Number Scoring 55-100	334	340	439	14	17	29
Number Scoring 65-100	316	315	398	13	13	21
Number Scoring 85-100	71	58	79	0	0	2
Percentage of Tested Scoring 55-100	91%	97%	87%	74%	94%	67%
Percentage of Tested Scoring 65-100	86%	90%	79%	68%	72%	49%
Percentage of Tested Scoring 85-100	19%	17%	16%	0%	0%	5%
Physical Setting/Earth Science						
Number Tested	193	147	185	3	0	1
Number Scoring 55-100	174	145	155	#	0	#
Number Scoring 65-100	159	137	143	#	0	#
Number Scoring 85-100	66	71	57	#	0	#
Percentage of Tested Scoring 55-100	90%	99%	84%	#	0%	#
Percentage of Tested Scoring 65-100	82%	93%	77%	#	0%	#
Percentage of Tested Scoring 85-100	34%	48%	31%	#	0%	#
Physical Setting/Chemistry						
Number Tested	144	209	192	1	2	1
Number Scoring 55-100	140	197	166	#	#	#
Number Scoring 65-100	103	148	127	#	#	#
Number Scoring 85-100	16	23	25	#	#	#
Percentage of Tested Scoring 55-100	97%	94%	86%	#	#	#
Percentage of Tested Scoring 65-100	72%	71%	66%	#	#	#
Percentage of Tested Scoring 85-100	11%	11%	13%	#	#	#
Physical Setting/Physics						
Number Tested			110			0
Number Scoring 55-100			105			0
Number Scoring 65-100			79			0
Number Scoring 85-100			23			0
Percentage of Tested Scoring 55-100			95%			0%
Percentage of Tested Scoring 65-100			72%			0%
Percentage of Tested Scoring 85-100			21%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	15	0	21	0	0	0
Number Scoring 55-100	15	0	21	0	0	0
Number Scoring 65-100	15	0	20	0	0	0
Number Scoring 85-100	4	0	18	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	27%	0%	86%	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	141	205	201	0	3	2
Number Scoring 55-100	138	201	198	0	#	#
Number Scoring 65-100	132	195	194	0	#	#
Number Scoring 85-100	78	114	127	0	#	#
Percentage of Tested Scoring 55-100	98%	98%	99%	0%	#	#
Percentage of Tested Scoring 65-100	94%	95%	97%	0%	#	#
Percentage of Tested Scoring 85-100	55%	56%	63%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	98	14	0	0	0	0
Number Scoring 55-100	93	5	0	0	0	0
Number Scoring 65-100	89	2	0	0	0	0
Number Scoring 85-100	44	0	0	0	0	0
Percentage of Tested Scoring 55-100	95%	36%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	14%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	45%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	13	92%	7	86%	43	72%
Students with Disabilities	2	#	1	#	3	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	293	293	293	29	29	29	322	322	322
Number Scoring 55–64	12	7	9	9	6	7	21	13	16
Number Scoring 65–84	210	145	172	12	8	15	222	153	187
Number Scoring 85–100	62	125	102	2	0	0	64	125	102
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)