

New York State District Report Card Comprehensive Information Report

BEDS Code: 62-09-01-06-0000
 Name: Rondout Valley Central School District
 Superintendent: Marilyn Pirkle

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	176	157	175
First	171	186	158
Second	179	174	198
Third	247	182	172
Fourth	226	249	193
Fifth	259	236	260
Sixth	256	260	239
Ungraded Elementary	0	0	0
Seventh	248	255	258
Eighth	260	258	269
Ninth	209	241	256
Tenth	210	215	232
Eleventh	216	192	203
Twelfth	205	196	184
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2862	2801	2797

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	30	1.0%	37	1.3%	43	1.5%
Black (Not Hispanic)	73	2.6%	82	2.9%	88	3.1%
Hispanic	96	3.4%	103	3.7%	118	4.2%
White (Not Hispanic)	2663	93.0%	2579	92.1%	2548	91.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	21	17
Common Branch	20	22	20
English Grade 8	24	24	24
Mathematics Grade 8	22	24	24
Science Grade 8	21	24	26
Social Studies Grade 8	24	25	26
English Grade 10	23	22	22
Mathematics Grade 10	20	22	21
Science Grade 10	23	25	23
Social Studies Grade 10	22	23	20

(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
NA	NA

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	30	1.1%	22	0.8%	22	0.8%
Eligible for Free Lunch	573	20.0%	320	11.4%	430	15.4%

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		93.4%		93.4%		92.7%
Student Suspensions	150	5.3%	240	8.4%	190	6.8%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	9.0%	8.1%	8.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	216
Total Other Professional Staff	27
Total Paraprofessionals	93
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	190	108	57%	174	124	71%	137	112	82%
Students with Disabilities	1	0	0%	11	5	45%	27	9	33%
All Students	191	108	57%	185	129	70%	164	121	74%

*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	65	83	1	3	12	0
Percent	40%	51%	1%	2%	7%	0%

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)
27	9	6	33

*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	25		26		31	4.1%
	Entered GED Program*	3		2		9	1.2%
	Total Noncompleters	28		28		40	5.2%
Students with Disabilities	Dropped Out	6		5		8	4.2%
	Entered GED Program*	0		1		1	0.5%
	Total Noncompleters	6		6		9	4.7%
All Students	Dropped Out	31	3.7%	31	3.7%	39	4.1%
	Entered GED Program*	3	0.4%	3	0.4%	10	1.0%
	Total Noncompleters	34	4.0%	34	4.0%	49	5.1%

*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	292	0	0
	Number of Students with Disabilities	108	44	0
	Number of All Students	400	44	0
	Percent of Enrollment	52%	6%	0%
9-12	Number of General-Education Students	0	0	836
	Number of Students with Disabilities	0	0	40
	Number of All Students	0	0	876
	Percent of Enrollment	0%	0%	100%

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	38	84%	57	91%	25	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	134	76%	114	91%	158	75%

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	0	0%	0	0%	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	28	93%	5	80%	2	#
Science	16	81%	0	0%	10	50%
Reading	25	96%	3	#	0	0%
Writing	24	96%	2	#	0	0%
Global Studies	21	95%	0	0%	1	#
U.S. Hist & Gov't	28	100%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	77%	23	70%	20	60%
Science	14	64%	9	78%	28	43%
Reading	5	80%	15	80%	3	#
Writing	2	#	11	55%	4	#
Global Studies	7	71%	7	14%	16	38%
U.S. Hist & Gov't	2	#	7	43%	14	29%

(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	186	185	195	14	24	25
Number Scoring 55-100	172	166	180	9	13	17
Number Scoring 65-100	156	144	161	5	10	12
Number Scoring 85-100	75	65	73	1	2	1
Percentage of Tested Scoring 55-100	92%	90%	92%	64%	54%	68%
Percentage of Tested Scoring 65-100	84%	78%	83%	36%	42%	48%
Percentage of Tested Scoring 85-100	40%	35%	37%	7%	8%	4%
Mathematics A						
Number Tested	70	239	173	4	26	23
Number Scoring 55-100	35	199	161	#	15	18
Number Scoring 65-100	32	174	143	#	12	13
Number Scoring 85-100	17	44	31	#	2	1
Percentage of Tested Scoring 55-100	50%	83%	93%	#	58%	78%
Percentage of Tested Scoring 65-100	46%	73%	83%	#	46%	57%
Percentage of Tested Scoring 85-100	24%	18%	18%	#	8%	4%
Mathematics B						
Number Tested	0	22	115	0	0	2
Number Scoring 55-100	0	20	91	0	0	#
Number Scoring 65-100	0	20	79	0	0	#
Number Scoring 85-100	0	3	21	0	0	#
Percentage of Tested Scoring 55-100	0%	91%	79%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	91%	69%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	14%	18%	0%	0%	#
Global History and Geography						
Number Tested	186	201	236	20	32	42
Number Scoring 55-100	175	172	174	18	16	22
Number Scoring 65-100	155	152	150	16	10	16
Number Scoring 85-100	33	58	60	0	0	1
Percentage of Tested Scoring 55-100	94%	86%	74%	90%	50%	52%
Percentage of Tested Scoring 65-100	83%	76%	64%	80%	31%	38%
Percentage of Tested Scoring 85-100	18%	29%	25%	0%	0%	2%
U.S. History and Government						
Number Tested	201	200	185	15	28	26
Number Scoring 55-100	189	183	168	11	22	19
Number Scoring 65-100	162	171	147	9	19	9
Number Scoring 85-100	53	60	78	0	1	2
Percentage of Tested Scoring 55-100	94%	92%	91%	73%	79%	73%
Percentage of Tested Scoring 65-100	81%	85%	79%	60%	68%	35%
Percentage of Tested Scoring 85-100	26%	30%	42%	0%	4%	8%

(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	196	226	242	24	31	29
Number Scoring 55-100	180	204	202	18	19	23
Number Scoring 65-100	173	186	188	15	14	17
Number Scoring 85-100	66	62	50	3	0	1
Percentage of Tested Scoring 55-100	92%	90%	83%	75%	61%	79%
Percentage of Tested Scoring 65-100	88%	82%	78%	62%	45%	59%
Percentage of Tested Scoring 85-100	34%	27%	21%	12%	0%	3%
Physical Setting/Earth Science						
Number Tested	190	188	198	22	26	29
Number Scoring 55-100	180	163	168	18	16	19
Number Scoring 65-100	166	152	148	16	12	14
Number Scoring 85-100	71	71	60	7	2	1
Percentage of Tested Scoring 55-100	95%	87%	85%	82%	62%	66%
Percentage of Tested Scoring 65-100	87%	81%	75%	73%	46%	48%
Percentage of Tested Scoring 85-100	37%	38%	30%	32%	8%	3%
Physical Setting/Chemistry						
Number Tested	101	100	96	3	5	1
Number Scoring 55-100	96	91	89	#	4	#
Number Scoring 65-100	69	68	73	#	3	#
Number Scoring 85-100	2	12	20	#	0	#
Percentage of Tested Scoring 55-100	95%	91%	93%	#	80%	#
Percentage of Tested Scoring 65-100	68%	68%	76%	#	60%	#
Percentage of Tested Scoring 85-100	2%	12%	21%	#	0%	#
Physical Setting/Physics						
Number Tested			40			2
Number Scoring 55-100			37			#
Number Scoring 65-100			33			#
Number Scoring 85-100			4			#
Percentage of Tested Scoring 55-100			93%			#
Percentage of Tested Scoring 65-100			82%			#
Percentage of Tested Scoring 85-100			10%			#

* 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	32	29	27	2	0	0
Number Scoring 55-100	32	28	27	#	0	0
Number Scoring 65-100	32	27	27	#	0	0
Number Scoring 85-100	18	15	17	#	0	0
Percentage of Tested Scoring 55-100	100%	97%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	93%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	56%	52%	63%	#	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	113	88	64	1	0	0
Number Scoring 55-100	113	86	63	#	0	0
Number Scoring 65-100	113	83	63	#	0	0
Number Scoring 85-100	78	56	46	#	0	0
Percentage of Tested Scoring 55-100	100%	98%	98%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	94%	98%	#	0%	0%
Percentage of Tested Scoring 85-100	69%	64%	72%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	95	63	5	3	2	1
Number Scoring 55-100	85	49	4	#	#	#
Number Scoring 65-100	76	44	3	#	#	#
Number Scoring 85-100	41	14	0	#	#	#
Percentage of Tested Scoring 55-100	89%	78%	80%	#	#	#
Percentage of Tested Scoring 65-100	80%	70%	60%	#	#	#
Percentage of Tested Scoring 85-100	43%	22%	0%	#	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	89	93%	70	86%	84	85%
Students with Disabilities	18	56%	18	56%	17	65%

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	221	16%	10%	61%	14%
	Students with Disabilities	36	28%	25%	44%	3%
	All Students	257	18%	12%	58%	12%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	228	4%	48%	41%	7%
	Students with Disabilities	37	27%	54%	19%	0%
	All Students	265	8%	49%	38%	6%

(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	1	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	153	153	153	35	35	35	188	188	188
Number Scoring 55–64	8	4	2	3	2	1	11	6	3
Number Scoring 65–84	104	81	80	15	13	13	119	94	93
Number Scoring 85–100	32	57	67	0	2	6	32	59	73
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 K-1)						
Number Tested			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			5			0
Reading and Writing (Grade K-1)						
Number Tested			8			0
Beginning (0-14)			2			0
Intermediate (15-24)			1			0
Advanced (25-32)			4			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 2-4)						
Number Tested			9			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			5			0
Proficient (37-39)			4			0
Reading and Writing (Grade 2-4)						
Number Tested			9			0
Beginning (0-14)			1			0
Intermediate (15-24)			4			0
Advanced (25-32)			3			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 5-6)						
Number Tested			4			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 5-6)						
Number Tested			4			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

*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 - K)

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			1			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 7-8)						
Number Tested			1			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
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)