

# New York State District Report Card Comprehensive Information Report

BEDS Code: 66-08-05-03-0000  
 Name: Valhalla Union Free School District  
 Superintendent: Thomas M. Kelly

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	123	118	131
First	119	113	124
Second	109	111	112
Third	85	113	116
Fourth	106	91	117
Fifth	88	114	95
Sixth	132	100	120
Ungraded Elementary	11	9	0
Seventh	99	128	103
Eighth	93	108	126
Ninth	97	97	106
Tenth	93	94	103
Eleventh	89	92	97
Twelfth	77	82	88
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1321	1370	1438

## 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	56	4.2%	70	5.1%	92	6.4%
Black (Not Hispanic)	151	11.4%	139	10.1%	138	9.6%
Hispanic	127	9.6%	120	8.8%	151	10.5%
White (Not Hispanic)	987	74.7%	1041	76.0%	1057	73.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	20	19
Common Branch	22	22	22
English Grade 8	22	25	16
Mathematics Grade 8	21	25	18
Science Grade 8	15	24	19
Social Studies Grade 8	17	25	19
English Grade 10	16	16	20
Mathematics Grade 10	15	16	20
Science Grade 10	16	14	18
Social Studies Grade 10	18	20	17

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	38	2.9%	53	3.9%	105	7.3%
<b>Eligible for Free Lunch</b>	49	3.7%	51	3.7%	61	4.2%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		96.1%		96.2%		95.7%
<b>Student Suspensions</b>	18	1.4%	71	5.4%	70	5.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.1%	1.2%	2.2%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	134
Total Other Professional Staff	21
Total Paraprofessionals	28
Teaching Out of Certification*	8

\*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	75	45	60%	69	62	90%	90	71	79%
Students with Disabilities	0	0	0%	12	2	17%	0	0	0%
All Students	75	45	60%	81	64	79%	90	71	79%

\*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	59	26	0	0	5	0
Percent	66%	29%	0%	0%	6%	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)
0	0	2	2

\*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	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	0	0.0%	0	0.0%

\*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%	50%	51%

## 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	114
	Number of Students with Disabilities	0	38	12
	Number of All Students	0	38	126
	Percent of Enrollment	0%	11%	36%
9-12	Number of General-Education Students	0	314	279
	Number of Students with Disabilities	0	51	27
	Number of All Students	0	365	306
	Percent of Enrollment	0%	100%	78%

## 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; completion 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%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	27	96%	46	98%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	56	100%	55	98%

## 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	1	#	0	0%	7	86%
Science	1	#	0	0%	0	0%
Reading	1	#	1	#	1	#
Writing	1	#	1	#	2	#
Global Studies	0	0%	7	100%	0	0%
U.S. Hist & Gov't	2	#	1	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	82	84	104	0	0	0
Number Scoring 55-100	80	76	101	0	0	0
Number Scoring 65-100	77	68	95	0	0	0
Number Scoring 85-100	47	33	35	0	0	0
Percentage of Tested Scoring 55-100	98%	90%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	81%	91%	0%	0%	0%
Percentage of Tested Scoring 85-100	57%	39%	34%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	61	92	113	0	0	0
Number Scoring 55-100	57	90	113	0	0	0
Number Scoring 65-100	56	86	106	0	0	0
Number Scoring 85-100	36	29	38	0	0	0
Percentage of Tested Scoring 55-100	93%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	93%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	59%	32%	34%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	58	66	0	0	0
Number Scoring 55-100	0	54	56	0	0	0
Number Scoring 65-100	0	50	48	0	0	0
Number Scoring 85-100	0	10	13	0	0	0
Percentage of Tested Scoring 55-100	0%	93%	85%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	86%	73%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	17%	20%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	91	95	99	0	0	0
Number Scoring 55-100	89	89	94	0	0	0
Number Scoring 65-100	78	79	90	0	0	0
Number Scoring 85-100	38	36	52	0	0	0
Percentage of Tested Scoring 55-100	98%	94%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	86%	83%	91%	0%	0%	0%
Percentage of Tested Scoring 85-100	42%	38%	53%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	74	87	91	0	1	0
Number Scoring 55-100	73	85	89	0	#	0
Number Scoring 65-100	67	82	82	0	#	0
Number Scoring 85-100	33	38	40	0	#	0
Percentage of Tested Scoring 55-100	99%	98%	98%	0%	#	0%
Percentage of Tested Scoring 65-100	91%	94%	90%	0%	#	0%
Percentage of Tested Scoring 85-100	45%	44%	44%	0%	#	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	74	91	90	0	0	0
Number Scoring 55-100	74	91	88	0	0	0
Number Scoring 65-100	72	89	87	0	0	0
Number Scoring 85-100	31	37	28	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	98%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	42%	41%	31%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	56	73	59	0	0	0
Number Scoring 55-100	54	71	56	0	0	0
Number Scoring 65-100	54	67	54	0	0	0
Number Scoring 85-100	13	16	16	0	0	0
Percentage of Tested Scoring 55-100	96%	97%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	92%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	23%	22%	27%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	55	54	81	0	0	0
Number Scoring 55-100	53	54	81	0	0	0
Number Scoring 65-100	43	50	77	0	0	0
Number Scoring 85-100	14	20	24	0	0	0
Percentage of Tested Scoring 55-100	96%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	78%	93%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	25%	37%	30%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			14			0
Number Scoring 55-100			14			0
Number Scoring 65-100			14			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			29%			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
<b>Comprehensive French</b>						
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%
<b>Comprehensive Italian</b>						
Number Tested	41	21	29	0	0	0
Number Scoring 55-100	41	21	29	0	0	0
Number Scoring 65-100	39	21	28	0	0	0
Number Scoring 85-100	20	9	14	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	49%	43%	48%	0%	0%	0%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	33	48	50	0	0	0
Number Scoring 55-100	33	47	48	0	0	0
Number Scoring 65-100	33	46	47	0	0	0
Number Scoring 85-100	19	25	26	0	0	0
Percentage of Tested Scoring 55-100	100%	98%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	96%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	58%	52%	52%	0%	0%	0%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	59	6	0	0	0	0
Number Scoring 55-100	55	4	0	0	0	0
Number Scoring 65-100	53	4	0	0	0	0
Number Scoring 85-100	20	0	0	0	0	0
Percentage of Tested Scoring 55-100	93%	67%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	67%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	34%	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	1	#	7	100%	11	100%
Students with Disabilities	0	0%	0	0%	0	0%

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
<b>Nov 2003</b>	General-Education Students	86	2%	2%	35%	60%
	Students with Disabilities	10	10%	10%	50%	30%
	All Students	96	3%	3%	36%	57%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	106	0%	6%	41%	54%
	Students with Disabilities	20	15%	50%	35%	0%
	All Students	126	2%	13%	40%	45%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	91	91	91	1	1	1	92	92	92
Number Scoring 55–64	#	#	#	#	#	#	6	3	0
Number Scoring 65–84	#	#	#	#	#	#	41	43	51
Number Scoring 85–100	#	#	#	#	#	#	36	38	35
Approved Alternatives	#	#	#	#	#	#	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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			19			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			8			#
Proficient (37-39)			10			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			19			1
Beginning (0-14)			1			#
Intermediate (15-24)			3			#
Advanced (25-32)			9			#
Proficient (33-35)			6			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			8			2
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			4			#
Proficient (37-39)			4			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			8			2
Beginning (0-14)			1			#
Intermediate (15-24)			3			#
Advanced (25-32)			3			#
Proficient (33-35)			1			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			1			0
Proficient (37-39)			6			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			7			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			4			0
Proficient (33-35)			1			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 - 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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			1			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			5			0
Beginning (0-14)			1			0
Intermediate (15-24)			0			0
Advanced (25-32)			4			0
Proficient (33-35)			0			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)