

# 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	2002-03	2003-04	2004-05
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	357	429	385
Tenth	345	367	438
Eleventh	341	346	360
Twelfth	300	351	338
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1343	1493	1521

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	13	1.0%	17	1.1%	21	1.4%
Black (Not Hispanic)	35	2.6%	43	2.9%	49	3.2%
Hispanic	78	5.8%	90	6.0%	108	7.1%
White (Not Hispanic)	1217	90.6%	1343	90.0%	1343	88.3%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	21	22	24
Mathematics Grade 10	20	23	18
Science Grade 10	18	23	24
Social Studies Grade 10	21	23	10

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	2	0.1%	3	0.2%
Eligible for Free Lunch	98	7.3%	94	6.3%	98	6.4%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.5%		94.2%		92.7%
Student Suspensions	152	11.7%	186	13.9%	199	13.3%

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

	2002-03	2003-04	2004-05
Reduced Lunch	4.8%	4.2%	5.6%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	100%	93%	98%

### Staff Counts

Staff	2004-05
Total Teachers	98
Total Other Professional Staff	13
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	236	293	291
	Regents Diplomas	149	197	254
	% Regents Diplomas	63%	67%	87%
	Regents Diplomas with Advanced Designation**			101
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	15	21	9
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	11%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	6	5
<b>All Students</b>	Total Graduates*	251	314	300
	Regents Diplomas	149	197	255
	% Regents Diplomas	59%	63%	85%
	Regents Diplomas with Advanced Designation**			101
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates	4	6	5

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	129	138	1	1	16	0	4	2
	<b>Percent</b>	44%	47%	0%	0%	5%	0%	1%	1%
<b>Students with Disabilities</b>	<b>Number</b>	1	6	0	0	1	0	1	0
	<b>Percent</b>	11%	67%	0%	0%	11%	0%	11%	0%
<b>All Students</b>	<b>Number</b>	130	144	1	1	17	0	5	2
	<b>Percent</b>	43%	48%	0%	0%	6%	0%	2%	1%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	19		16	1.2%	11	0.8%
	Entered GED Program*	20		9	0.7%	4	0.3%
	Total Noncompleters	39		25	1.9%	15	1.1%
<b>Students with Disabilities</b>	Dropped Out	4		2	1.4%	6	3.8%
	Entered GED Program*	3		1	0.7%	1	0.6%
	Total Noncompleters	7		3	2.1%	7	4.4%
<b>All Students</b>	Dropped Out	23	1.7%	18	1.2%	17	1.1%
	Entered GED Program*	23	1.7%	10	0.7%	5	0.3%
	Total Noncompleters	46	3.4%	28	1.9%	22	1.4%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	26	16
	Number of Students with Disabilities	0	4	0
	Number of All Students	0	30	16
	Percent of Enrollment	0%	2%	1%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	8	75%	16	25%	13	46%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	#	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	94%	3	#	1	#
Science	0	0%	1	#	1	#
Reading	1	#	1	#	2	#
Writing	1	#	0	0%	3	#
Global Studies	2	#	1	#	4	#
U.S. Hist & Gov't	0	0%	1	#	2	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	30	87%	22	55%	41	66%
Science	2	#	3	#	38	68%
Reading	18	78%	7	71%	13	8%
Writing	8	88%	0	0%	8	88%
Global Studies	25	20%	4	#	47	30%
U.S. Hist & Gov't	7	100%	1	#	13	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	339	84	313	22	23	24
Number Scoring 55-100	317	70	294	9	13	10
Number Scoring 65-100	292	53	265	4	8	3
Number Scoring 85-100	155	7	144	0	2	0
Percentage of Tested Scoring 55-100	94%	83%	94%	41%	57%	42%
Percentage of Tested Scoring 65-100	86%	63%	85%	18%	35%	12%
Percentage of Tested Scoring 85-100	46%	8%	46%	0%	9%	0%
<b>Mathematics A</b>						
Number Tested	427	320	455	31	30	40
Number Scoring 55-100	308	305	431	8	21	29
Number Scoring 65-100	234	261	374	3	11	17
Number Scoring 85-100	64	77	134	0	1	1
Percentage of Tested Scoring 55-100	72%	95%	95%	26%	70%	72%
Percentage of Tested Scoring 65-100	55%	82%	82%	10%	37%	42%
Percentage of Tested Scoring 85-100	15%	24%	29%	0%	3%	3%
<b>Mathematics B</b>						
Number Tested	1	99	124	0	0	0
Number Scoring 55-100	#	71	110	0	0	0
Number Scoring 65-100	#	47	84	0	0	0
Number Scoring 85-100	#	5	18	0	0	0
Percentage of Tested Scoring 55-100	#	72%	89%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	47%	68%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	5%	15%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	370	378	439	30	36	54
Number Scoring 55-100	339	332	390	16	14	29
Number Scoring 65-100	301	288	332	10	9	15
Number Scoring 85-100	135	129	115	3	1	0
Percentage of Tested Scoring 55-100	92%	88%	89%	53%	39%	54%
Percentage of Tested Scoring 65-100	81%	76%	76%	33%	25%	28%
Percentage of Tested Scoring 85-100	36%	34%	26%	10%	3%	0%
<b>U.S. History and Government</b>						
Number Tested	337	319	334	16	24	24
Number Scoring 55-100	329	296	295	14	18	10
Number Scoring 65-100	317	269	270	11	11	7
Number Scoring 85-100	133	145	158	0	3	1
Percentage of Tested Scoring 55-100	98%	93%	88%	88%	75%	42%
Percentage of Tested Scoring 65-100	94%	84%	81%	69%	46%	29%
Percentage of Tested Scoring 85-100	39%	45%	47%	0%	12%	4%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	349	504	351	18	43	39
Number Scoring 55-100	340	439	327	17	29	28
Number Scoring 65-100	315	398	284	13	21	14
Number Scoring 85-100	58	79	41	0	2	0
Percentage of Tested Scoring 55-100	97%	87%	93%	94%	67%	72%
Percentage of Tested Scoring 65-100	90%	79%	81%	72%	49%	36%
Percentage of Tested Scoring 85-100	17%	16%	12%	0%	5%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	147	185	284	0	1	5
Number Scoring 55-100	145	155	281	0	#	5
Number Scoring 65-100	137	143	264	0	#	4
Number Scoring 85-100	71	57	139	0	#	2
Percentage of Tested Scoring 55-100	99%	84%	99%	0%	#	100%
Percentage of Tested Scoring 65-100	93%	77%	93%	0%	#	80%
Percentage of Tested Scoring 85-100	48%	31%	49%	0%	#	40%
<b>Physical Setting/Chemistry</b>						
Number Tested	209	192	175	2	1	0
Number Scoring 55-100	197	166	172	#	#	0
Number Scoring 65-100	148	127	136	#	#	0
Number Scoring 85-100	23	25	28	#	#	0
Percentage of Tested Scoring 55-100	94%	86%	98%	#	#	0%
Percentage of Tested Scoring 65-100	71%	66%	78%	#	#	0%
Percentage of Tested Scoring 85-100	11%	13%	16%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		110	96		0	0
Number Scoring 55-100		105	90		0	0
Number Scoring 65-100		79	80		0	0
Number Scoring 85-100		23	32		0	0
Percentage of Tested Scoring 55-100		95%	94%		0%	0%
Percentage of Tested Scoring 65-100		72%	83%		0%	0%
Percentage of Tested Scoring 85-100		21%	33%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	0	21	38	0	0	0
Number Scoring 55-100	0	21	37	0	0	0
Number Scoring 65-100	0	20	37	0	0	0
Number Scoring 85-100	0	18	26	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	95%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	86%	68%	0%	0%	0%
<b>Comprehensive Italian</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 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	205	201	270	3	2	1
Number Scoring 55-100	201	198	264	#	#	#
Number Scoring 65-100	195	194	255	#	#	#
Number Scoring 85-100	114	127	141	#	#	#
Percentage of Tested Scoring 55-100	98%	99%	98%	#	#	#
Percentage of Tested Scoring 65-100	95%	97%	94%	#	#	#
Percentage of Tested Scoring 85-100	56%	63%	52%	#	#	#
<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)

## New York State Alternate Assessments (NYSAA) 2004–05

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	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	0	#	#	#	#

### 2001 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	309	309	309	23	23	23	332	332	332
Number Scoring 55–64	24	16	11	4	4	1	28	20	12
Number Scoring 65–84	142	128	164	3	3	9	145	131	173
Number Scoring 85–100	128	141	117	1	2	0	129	143	117
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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)