

New York State School Report Card Comprehensive Information Report

BEDS Code: 01-10-03-06-0002
 Name: C.A. Bouton Middle School High School
 Principal: Mark Diefendorf

Grade Range : 6-12

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	102
Ungraded Elementary	0	0	0
Seventh	118	111	115
Eighth	128	123	115
Ninth	117	125	125
Tenth	97	113	119
Eleventh	121	98	111
Twelfth	95	119	93
Ungraded Secondary	0	0	0
Total K-12 Enrollment	676	689	780

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	8	1.2%	11	1.6%	12	1.5%
Black (Not Hispanic)	5	0.7%	3	0.4%	2	0.3%
Hispanic	1	0.1%	2	0.3%	3	0.4%
White (Not Hispanic)	662	97.9%	673	97.7%	763	97.8%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	26
English Grade 8	25	25	23
Mathematics Grade 8	23	27	25
Science Grade 8	24	23	22
Social Studies Grade 8	26	24	23
English Grade 10	19	0	0
Mathematics Grade 10	17	21	18
Science Grade 10	21	17	16
Social Studies Grade 10	18	21	22

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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	0	0.0%	3	0.4%	1	0.1%
Eligible for Free Lunch	11	1.6%	16	2.3%	22	2.8%

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		96.1%		96.0%		96.0%
Student Suspensions	21	3.2%	26	3.9%	20	2.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.8%	3.3%	1.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	99%	96%

Staff Counts

Staff	2002–2003
Total Teachers	62
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	80	67	84%	110	88	80%	81	68	84%
Students with Disabilities	6	0	0%	8	0	0%	8	0	0%
All Students	86	67	78%	118	88	75%	89	68	76%

*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	65	18	1	1	2	2
Percent	73%	20%	1%	1%	2%	2%

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)
8	0	0	8

*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			4		3	
	Entered GED Program*			2		0	
	Total Noncompleters			6		3	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	9	2.1%	4	0.9%	3	0.7%
	Entered GED Program*	0	0.0%	2	0.4%	0	0.0%
	Total Noncompleters	9	2.1%	6	1.3%	3	0.7%

*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		202	294
	Number of Students with Disabilities		32	37
	Number of All Students		234	331
	Percent of Enrollment		100%	100%
9-12	Number of General-Education Students		364	436
	Number of Students with Disabilities		46	11
	Number of All Students		410	447
	Percent of Enrollment		90%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	20	100%	26	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	0	0%	91	93%	78	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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%	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%	0	0%	0	0%
Science	1	#	1	#	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	3	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	8	88%	15	100%
Science	7	57%	4	#	4	#
Reading	1	#	0	0%	9	78%
Writing	2	#	0	0%	6	33%
Global Studies	6	50%	7	86%	3	#
U.S. Hist & Gov't	5	60%	5	100%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	123	97	112	10	8	14
Number Scoring 55–100	120	91	105	9	5	8
Number Scoring 65–100	117	89	102	9	4	8
Number Scoring 85–100	51	43	44	0	0	4
Percentage of Tested Scoring 55–100	98%	94%	94%	90%	62%	57%
Percentage of Tested Scoring 65–100	95%	92%	91%	90%	50%	57%
Percentage of Tested Scoring 85–100	41%	44%	39%	0%	0%	29%
Mathematics A						
Number Tested	0	104	135	0	1	13
Number Scoring 55–100	0	94	126	0	#	7
Number Scoring 65–100	0	83	117	0	#	6
Number Scoring 85–100	0	32	35	0	#	0
Percentage of Tested Scoring 55–100	0%	90%	93%	0%	#	54%
Percentage of Tested Scoring 65–100	0%	80%	87%	0%	#	46%
Percentage of Tested Scoring 85–100	0%	31%	26%	0%	#	0%
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	95	110	129	10	8	16
Number Scoring 55–100	92	105	121	8	4	10
Number Scoring 65–100	89	98	115	6	2	8
Number Scoring 85–100	39	49	62	1	1	1
Percentage of Tested Scoring 55–100	97%	95%	94%	80%	50%	62%
Percentage of Tested Scoring 65–100	94%	89%	89%	60%	25%	50%
Percentage of Tested Scoring 85–100	41%	45%	48%	10%	12%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	123	96	111	10	8	13
Number Scoring 55–100	115	94	109	6	7	11
Number Scoring 65–100	114	87	99	6	4	7
Number Scoring 85–100	68	33	57	0	0	2
Percentage of Tested Scoring 55–100	93%	98%	98%	60%	88%	85%
Percentage of Tested Scoring 65–100	93%	91%	89%	60%	50%	54%
Percentage of Tested Scoring 85–100	55%	34%	51%	0%	0%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	86	110	107	12	5	11
Number Scoring 55–100	86	109	107	12	4	11
Number Scoring 65–100	85	107	100	11	2	7
Number Scoring 85–100	31	66	52	1	0	2
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	80%	100%
Percentage of Tested Scoring 65–100	99%	97%	93%	92%	40%	64%
Percentage of Tested Scoring 85–100	36%	60%	49%	8%	0%	18%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	112	94	107	12	3	10
Number Scoring 55–100	109	91	104	11	#	9
Number Scoring 65–100	102	88	98	8	#	8
Number Scoring 85–100	51	46	50	3	#	2
Percentage of Tested Scoring 55–100	97%	97%	97%	92%	#	90%
Percentage of Tested Scoring 65–100	91%	94%	92%	67%	#	80%
Percentage of Tested Scoring 85–100	46%	49%	47%	25%	#	20%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		67	101		3	4
Number Scoring 55–100		57	96		#	#
Number Scoring 65–100		42	79		#	#
Number Scoring 85–100		5	29		#	#
Percentage of Tested Scoring 55–100		85%	95%		#	#
Percentage of Tested Scoring 65–100		63%	78%		#	#
Percentage of Tested Scoring 85–100		7%	29%		#	#
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	32	22	32	0	0	1
Number Scoring 55–100	32	22	32	0	0	#
Number Scoring 65–100	32	22	32	0	0	#
Number Scoring 85–100	20	14	26	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	62%	64%	81%	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	1	0	0	1	0	0
Number Scoring 55–100	#	0	0	#	0	0
Number Scoring 65–100	#	0	0	#	0	0
Number Scoring 85–100	#	0	0	#	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	#	0%	0%
Comprehensive Spanish						
Number Tested	91	44	38	1	1	0
Number Scoring 55–100	90	44	38	#	#	0
Number Scoring 65–100	89	44	38	#	#	0
Number Scoring 85–100	64	34	25	#	#	0
Percentage of Tested Scoring 55–100	99%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	98%	100%	100%	#	#	0%
Percentage of Tested Scoring 85–100	70%	77%	66%	#	#	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	103	7	2	5	0	0
Number Scoring 55–100	94	6	#	5	0	0
Number Scoring 65–100	84	5	#	3	0	0
Number Scoring 85–100	39	1	#	0	0	0
Percentage of Tested Scoring 55–100	91%	86%	#	100%	0%	0%
Percentage of Tested Scoring 65–100	82%	71%	#	60%	0%	0%
Percentage of Tested Scoring 85–100	38%	14%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	84	77	76	2	0	0
Number Scoring 55–100	77	74	70	#	0	0
Number Scoring 65–100	76	70	62	#	0	0
Number Scoring 85–100	45	41	36	#	0	0
Percentage of Tested Scoring 55–100	92%	96%	92%	#	0%	0%
Percentage of Tested Scoring 65–100	90%	91%	82%	#	0%	0%
Percentage of Tested Scoring 85–100	54%	53%	47%	#	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	100%	15	100%	13	92%
Students with Disabilities	7	100%	5	100%	5	80%

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	101	0%	16%	59%	25%
	Students with Disabilities	14	0%	64%	36%	0%
	All Students	115	0%	22%	57%	22%

(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	85	85	85	8	8	8	93	93	93
Number Scoring 55–64	0	2	0	3	3	0	3	5	0
Number Scoring 65–84	41	47	35	5	4	7	46	51	42
Number Scoring 85–100	40	31	47	0	0	1	40	31	48
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)