

# New York State School Report Card Comprehensive Information Report

BEDS Code: 13-11-01-04-0004

Grade Range : 6-12

Name: Webutuck Middle School High School

Principal: Vacant

## 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	83	75
Ungraded Elementary	0	0	0
Seventh	73	86	77
Eighth	80	74	90
Ninth	95	76	80
Tenth	67	77	72
Eleventh	68	52	66
Twelfth	48	62	46
Ungraded Secondary	0	0	0
Total K-12 Enrollment	431	510	506

## 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	3	0.7%	3	0.6%	4	0.8%
Black (Not Hispanic)	15	3.5%	28	5.5%	30	5.9%
Hispanic	8	1.9%	23	4.5%	33	6.5%
White (Not Hispanic)	405	94.0%	456	89.4%	439	86.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	19	0
English Grade 8	15	14	19
Mathematics Grade 8	21	10	19
Science Grade 8	30	15	21
Social Studies Grade 8	19	7	21
English Grade 10	19	0	19
Mathematics Grade 10	0	0	0
Science Grade 10	19	0	0
Social Studies Grade 10	19	18	26

(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
51	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 higher 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	4	0.9%	6	1.2%	12	2.4%
Eligible for Free Lunch	36	8.4%	60	11.8%	104	20.5%

### 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		91.8%		91.2%		90.9%
Student Suspensions	68	14.5%	128	29.7%	70	13.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.2%	10.0%	11.7%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	100%	100%	96%

### Staff Counts

Staff	2002–2003
Total Teachers	51
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	6
Teachers with Temporary Licenses	2

\*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	41	25	61%	49	31	63%	41	24	59%
Students with Disabilities	4	0	0%	4	0	0%	2	0	0%
All Students	45	25	56%	53	31	58%	43	24	56%

\*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	20	18	0	0	5	0
Percent	47%	42%	0%	0%	12%	0%

## 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)
2	0	2	4

\*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			7		6	
	Entered GED Program*			1		2	
	Total Noncompleters			8		8	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			1		1	
	Total Noncompleters			2		3	
All Students	Dropped Out	11	4.0%	8	3.0%	8	3.0%
	Entered GED Program*	7	2.5%	2	0.7%	3	1.1%
	Total Noncompleters	18	6.5%	10	3.7%	11	4.2%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	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%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	13	100%	24	92%
German	0	0%	3	#	20	75%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	5	100%	33	79%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	1	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(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	1	#	1	#	11	73%
Science	3	#	1	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	1	#	1	#
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	53%	14	57%	5	100%
Science	13	23%	14	71%	0	0%
Reading	5	60%	6	100%	5	100%
Writing	3	#	2	#	6	100%
Global Studies	0	0%	4	#	5	0%
U.S. Hist & Gov't	1	#	0	0%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	64	55	62	2	1	7
Number Scoring 55–100	59	54	56	#	#	4
Number Scoring 65–100	45	49	49	#	#	1
Number Scoring 85–100	7	13	18	#	#	0
Percentage of Tested Scoring 55–100	92%	98%	90%	#	#	57%
Percentage of Tested Scoring 65–100	70%	89%	79%	#	#	14%
Percentage of Tested Scoring 85–100	11%	24%	29%	#	#	0%
<b>Mathematics A</b>						
Number Tested	44	50	63	2	2	4
Number Scoring 55–100	37	30	51	#	#	#
Number Scoring 65–100	32	19	48	#	#	#
Number Scoring 85–100	13	6	10	#	#	#
Percentage of Tested Scoring 55–100	84%	60%	81%	#	#	#
Percentage of Tested Scoring 65–100	73%	38%	76%	#	#	#
Percentage of Tested Scoring 85–100	30%	12%	16%	#	#	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	11	0	0	0	0
Number Scoring 55–100	0	11	0	0	0	0
Number Scoring 65–100	0	9	0	0	0	0
Number Scoring 85–100	0	6	0	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	82%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	55%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	78	69	74	5	9	8
Number Scoring 55–100	64	55	68	3	3	5
Number Scoring 65–100	59	46	61	3	1	5
Number Scoring 85–100	14	9	21	0	0	1
Percentage of Tested Scoring 55–100	82%	80%	92%	60%	33%	62%
Percentage of Tested Scoring 65–100	76%	67%	82%	60%	11%	62%
Percentage of Tested Scoring 85–100	18%	13%	28%	0%	0%	12%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	48	54	59	14	4	5
Number Scoring 55–100	42	53	57	12	#	3
Number Scoring 65–100	34	46	53	10	#	3
Number Scoring 85–100	13	11	26	0	#	0
Percentage of Tested Scoring 55–100	88%	98%	97%	86%	#	60%
Percentage of Tested Scoring 65–100	71%	85%	90%	71%	#	60%
Percentage of Tested Scoring 85–100	27%	20%	44%	0%	#	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	31	47	53	0	2	6
Number Scoring 55–100	31	47	53	0	#	6
Number Scoring 65–100	29	44	51	0	#	5
Number Scoring 85–100	11	13	17	0	#	1
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	100%
Percentage of Tested Scoring 65–100	94%	94%	96%	0%	#	83%
Percentage of Tested Scoring 85–100	35%	28%	32%	0%	#	17%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	38	59	69	5	7	5
Number Scoring 55–100	32	56	62	4	5	3
Number Scoring 65–100	28	46	57	3	4	2
Number Scoring 85–100	9	21	23	0	1	1
Percentage of Tested Scoring 55–100	84%	95%	90%	80%	71%	60%
Percentage of Tested Scoring 65–100	74%	78%	83%	60%	57%	40%
Percentage of Tested Scoring 85–100	24%	36%	33%	0%	14%	20%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		24	40		0	0
Number Scoring 55–100		19	36		0	0
Number Scoring 65–100		12	28		0	0
Number Scoring 85–100		4	4		0	0
Percentage of Tested Scoring 55–100		79%	90%		0%	0%
Percentage of Tested Scoring 65–100		50%	70%		0%	0%
Percentage of Tested Scoring 85–100		17%	10%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	12	2	12	0	0	0
Number Scoring 55–100	12	#	12	0	0	0
Number Scoring 65–100	12	#	12	0	0	0
Number Scoring 85–100	5	#	10	0	0	0
Percentage of Tested Scoring 55–100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	#	83%	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	5	7	9	0	0	0
Number Scoring 55–100	5	7	9	0	0	0
Number Scoring 65–100	5	4	8	0	0	0
Number Scoring 85–100	2	2	2	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	57%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	29%	22%	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	14	13	19	0	0	0
Number Scoring 55–100	14	13	19	0	0	0
Number Scoring 65–100	14	12	17	0	0	0
Number Scoring 85–100	7	4	4	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	92%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	31%	21%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	17	2	0	0	0	0
Number Scoring 55–100	14	#	0	0	0	0
Number Scoring 65–100	10	#	0	0	0	0
Number Scoring 85–100	4	#	0	0	0	0
Percentage of Tested Scoring 55–100	82%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	59%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	24%	#	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	23	4	12	0	0	0
Number Scoring 55–100	22	#	8	0	0	0
Number Scoring 65–100	20	#	7	0	0	0
Number Scoring 85–100	7	#	3	0	0	0
Percentage of Tested Scoring 55–100	96%	#	67%	0%	0%	0%
Percentage of Tested Scoring 65–100	87%	#	58%	0%	0%	0%
Percentage of Tested Scoring 85–100	30%	#	25%	0%	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	6	100%	7	100%	6	100%
Students with Disabilities	2	#	0	0%	2	#

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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	67	3%	28%	57%	12%
	Students with Disabilities	15	47%	47%	7%	0%
	All Students	82	11%	32%	48%	10%

(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
<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

## 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	49	49	49	5	5	5	54	54	54
Number Scoring 55–64	2	4	1	0	0	0	2	4	1
Number Scoring 65–84	28	29	29	2	2	2	30	31	31
Number Scoring 85–100	14	11	15	0	0	0	14	11	15
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)