

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	2001-02	2002-03	2003-04
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	102	87
Ungraded Elementary	0	0	0
Seventh	111	115	98
Eighth	123	115	114
Ninth	125	125	122
Tenth	113	119	119
Eleventh	98	111	117
Twelfth	119	93	111
Ungraded Secondary	0	0	0
Total K-12 Enrollment	689	780	768

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	11	1.6%	12	1.5%	14	1.8%
Black (Not Hispanic)	3	0.4%	2	0.3%	6	0.8%
Hispanic	2	0.3%	3	0.4%	2	0.3%
White (Not Hispanic)	673	97.7%	763	97.8%	746	97.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	26	0
English Grade 8	25	23	23
Mathematics Grade 8	27	25	23
Science Grade 8	23	22	23
Social Studies Grade 8	24	23	23
English Grade 10	0	0	23
Mathematics Grade 10	21	18	16
Science Grade 10	17	16	20
Social Studies Grade 10	21	22	20

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.4%	1	0.1%	1	0.1%
Eligible for Free Lunch	16	2.3%	22	2.8%	19	2.5%

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		96.0%		96.0%		95.3%
Student Suspensions	26	3.9%	20	2.9%	16	2.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.3%	1.5%	1.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	96%	98%

Staff Counts

Staff	2003-04
Total Teachers	62
Total Other Professional Staff	10
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 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	110	88	80%	81	68	84%	94	75	80%
Students with Disabilities	8	0	0%	8	0	0%	10	2	20%
All Students	118	88	75%	89	68	76%	104	77	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	69	27	0	2	2	4
Percent	66%	26%	0%	2%	2%	4%

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)
10	2	0	10

*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	4		3		6	1.4%
	Entered GED Program*	2		0		1	0.2%
	Total Noncompleters	6		3		7	1.7%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		1	1.8%
	Total Noncompleters	0		0		1	1.8%
All Students	Dropped Out	4	0.9%	3	0.7%	6	1.3%
	Entered GED Program*	2	0.4%	0	0.0%	2	0.4%
	Total Noncompleters	6	1.3%	3	0.7%	8	1.7%

*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	202	294	259
	Number of Students with Disabilities	32	37	40
	Number of All Students	234	331	299
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	364	436	441
	Number of Students with Disabilities	46	11	28
	Number of All Students	410	447	469
	Percent of Enrollment	90%	100%	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	20	100%	26	96%	22	91%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	0	0%
Spanish	91	93%	78	100%	90	96%

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%	2	#	3	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	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%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	15	100%	14	86%
Science	4	#	4	#	7	71%
Reading	0	0%	9	78%	2	#
Writing	0	0%	6	33%	2	#
Global Studies	7	86%	3	#	3	#
U.S. Hist & Gov't	5	100%	1	#	4	#

(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	97	112	115	8	14	9
Number Scoring 55-100	91	105	114	5	8	9
Number Scoring 65-100	89	102	112	4	8	8
Number Scoring 85-100	43	44	64	0	4	0
Percentage of Tested Scoring 55-100	94%	94%	99%	62%	57%	100%
Percentage of Tested Scoring 65-100	92%	91%	97%	50%	57%	89%
Percentage of Tested Scoring 85-100	44%	39%	56%	0%	29%	0%
Mathematics A						
Number Tested	104	135	126	1	13	11
Number Scoring 55-100	94	126	121	#	7	9
Number Scoring 65-100	83	117	115	#	6	6
Number Scoring 85-100	32	35	67	#	0	2
Percentage of Tested Scoring 55-100	90%	93%	96%	#	54%	82%
Percentage of Tested Scoring 65-100	80%	87%	91%	#	46%	55%
Percentage of Tested Scoring 85-100	31%	26%	53%	#	0%	18%
Mathematics B						
Number Tested	0	0	90	0	0	3
Number Scoring 55-100	0	0	85	0	0	#
Number Scoring 65-100	0	0	76	0	0	#
Number Scoring 85-100	0	0	32	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	94%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	84%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	36%	0%	0%	#
Global History and Geography						
Number Tested	110	129	120	8	16	16
Number Scoring 55-100	105	121	116	4	10	15
Number Scoring 65-100	98	115	108	2	8	9
Number Scoring 85-100	49	62	77	1	1	6
Percentage of Tested Scoring 55-100	95%	94%	97%	50%	62%	94%
Percentage of Tested Scoring 65-100	89%	89%	90%	25%	50%	56%
Percentage of Tested Scoring 85-100	45%	48%	64%	12%	6%	38%
U.S. History and Government						
Number Tested	96	111	117	8	13	11
Number Scoring 55-100	94	109	111	7	11	8
Number Scoring 65-100	87	99	104	4	7	6
Number Scoring 85-100	33	57	65	0	2	1
Percentage of Tested Scoring 55-100	98%	98%	95%	88%	85%	73%
Percentage of Tested Scoring 65-100	91%	89%	89%	50%	54%	55%
Percentage of Tested Scoring 85-100	34%	51%	56%	0%	15%	9%

(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	110	107	131	5	11	19
Number Scoring 55-100	109	107	130	4	11	18
Number Scoring 65-100	107	100	126	2	7	15
Number Scoring 85-100	66	52	70	0	2	5
Percentage of Tested Scoring 55-100	99%	100%	99%	80%	100%	95%
Percentage of Tested Scoring 65-100	97%	93%	96%	40%	64%	79%
Percentage of Tested Scoring 85-100	60%	49%	53%	0%	18%	26%
Physical Setting/Earth Science						
Number Tested	94	107	102	3	10	16
Number Scoring 55-100	91	104	96	#	9	12
Number Scoring 65-100	88	98	85	#	8	8
Number Scoring 85-100	46	50	40	#	2	1
Percentage of Tested Scoring 55-100	97%	97%	94%	#	90%	75%
Percentage of Tested Scoring 65-100	94%	92%	83%	#	80%	50%
Percentage of Tested Scoring 85-100	49%	47%	39%	#	20%	6%
Physical Setting/Chemistry						
Number Tested	67	101	77	3	4	1
Number Scoring 55-100	57	96	77	#	#	#
Number Scoring 65-100	42	79	75	#	#	#
Number Scoring 85-100	5	29	36	#	#	#
Percentage of Tested Scoring 55-100	85%	95%	100%	#	#	#
Percentage of Tested Scoring 65-100	63%	78%	97%	#	#	#
Percentage of Tested Scoring 85-100	7%	29%	47%	#	#	#
Physical Setting/Physics						
Number Tested			37			1
Number Scoring 55-100			37			#
Number Scoring 65-100			37			#
Number Scoring 85-100			23			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			100%			#
Percentage of Tested Scoring 85-100			62%			#

* 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	22	32	21	0	1	0
Number Scoring 55-100	22	32	21	0	#	0
Number Scoring 65-100	22	32	21	0	#	0
Number Scoring 85-100	14	26	17	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	64%	81%	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	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	44	38	67	1	0	1
Number Scoring 55-100	44	38	66	#	0	#
Number Scoring 65-100	44	38	65	#	0	#
Number Scoring 85-100	34	25	55	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	99%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	97%	#	0%	#
Percentage of Tested Scoring 85-100	77%	66%	82%	#	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	77	76	4	0	0	0
Number Scoring 55-100	74	70	#	0	0	0
Number Scoring 65-100	70	62	#	0	0	0
Number Scoring 85-100	41	36	#	0	0	0
Percentage of Tested Scoring 55-100	96%	92%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	82%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	53%	47%	#	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	15	100%	13	92%	11	100%
Students with Disabilities	5	100%	5	80%	3	#

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	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 2004	General-Education Students	101	0%	33%	50%	17%
	Students with Disabilities	14	7%	71%	21%	0%
	All Students	115	1%	37%	47%	15%

(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	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

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	98	98	98	12	12	12	110	110	110
Number Scoring 55–64	0	4	0	3	3	3	3	7	3
Number Scoring 65–84	52	35	36	4	6	4	56	41	40
Number Scoring 85–100	42	56	60	3	1	5	45	57	65
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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			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			1			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)