

# New York State School Report Card Comprehensive Information Report

BEDS Code: 44-21-01-06-0002  
 Name: Warwick Valley High School  
 Principal: Richard K. Phebus

Grade Range : 9-12

## 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	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	376	383	464
Tenth	337	378	373
Eleventh	316	330	380
Twelfth	266	301	362
Ungraded Secondary	10	0	0
Total K-12 Enrollment	1305	1392	1579

## 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	6	0.5%	50	3.6%	42	2.7%
Black (Not Hispanic)	44	3.4%	86	6.2%	83	5.3%
Hispanic	58	4.4%	76	5.5%	79	5.0%
White (Not Hispanic)	1197	91.7%	1180	84.8%	1375	87.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	24	21	20
Mathematics Grade 10	20	18	21
Science Grade 10	16	24	22
Social Studies Grade 10	22	25	23

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.2%	3	0.2%	2	0.1%
Eligible for Free Lunch	64	4.9%	49	3.5%	28	1.8%

### 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		91.7%		92.6%		92.6%
Student Suspensions	120	10.0%	149	11.4%	117	8.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.8%	2.2%	1.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	99%	94%

### Staff Counts

Staff	2003-04
Total Teachers	92
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*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	257	192	75%	278	173	62%	284	211	74%
Students with Disabilities	0	0	0%	22	0	0%	26	8	31%
All Students	257	192	75%	300	173	58%	310	219	71%

\*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	170	74	11	1	15	39
Percent	55%	24%	4%	0%	5%	13%

## 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)
26	8	5	31

\*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	13		11		11	0.8%
	Entered GED Program*	0		4		5	0.4%
	Total Noncompleters	13		15		16	1.2%
Students with Disabilities	Dropped Out	0		3		5	3.4%
	Entered GED Program*	0		3		3	2.0%
	Total Noncompleters	0		6		8	5.4%
All Students	Dropped Out	13	1.0%	14	1.0%	16	1.1%
	Entered GED Program*	0	0.0%	7	0.5%	8	0.5%
	Total Noncompleters	13	1.0%	21	1.5%	24	1.6%

\*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	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	1138	1281	1253
	Number of Students with Disabilities	115	111	145
	Number of All Students	1253	1392	1398
	Percent of Enrollment	96%	100%	89%

## 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	8	75%	6	67%	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	0	0%
Spanish	9	22%	60	65%	42	40%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	0	0%	6	33%	3	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	32	63%	6	83%	5	40%
Science	15	33%	2	#	1	#
Reading	18	94%	9	56%	0	0%
Writing	18	78%	4	#	0	0%
Global Studies	7	57%	2	#	0	0%
U.S. Hist & Gov't	7	100%	6	83%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	18	83%	20	65%
Science	0	0%	11	91%	16	100%
Reading	0	0%	6	100%	1	#
Writing	0	0%	8	88%	2	#
Global Studies	0	0%	5	60%	0	0%
U.S. Hist & Gov't	0	0%	5	60%	1	#

(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	299	328	362	0	25	27
Number Scoring 55-100	279	323	356	0	23	24
Number Scoring 65-100	248	306	340	0	22	22
Number Scoring 85-100	114	160	187	0	1	3
Percentage of Tested Scoring 55-100	93%	98%	98%	0%	92%	89%
Percentage of Tested Scoring 65-100	83%	93%	94%	0%	88%	81%
Percentage of Tested Scoring 85-100	38%	49%	52%	0%	4%	11%
<b>Mathematics A</b>						
Number Tested	286	438	425	0	33	29
Number Scoring 55-100	239	366	422	0	16	29
Number Scoring 65-100	211	324	395	0	13	25
Number Scoring 85-100	76	121	165	0	2	4
Percentage of Tested Scoring 55-100	84%	84%	99%	0%	48%	100%
Percentage of Tested Scoring 65-100	74%	74%	93%	0%	39%	86%
Percentage of Tested Scoring 85-100	27%	28%	39%	0%	6%	14%
<b>Mathematics B</b>						
Number Tested	0	185	207	0	1	0
Number Scoring 55-100	0	149	194	0	#	0
Number Scoring 65-100	0	120	177	0	#	0
Number Scoring 85-100	0	26	79	0	#	0
Percentage of Tested Scoring 55-100	0%	81%	94%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	65%	86%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	14%	38%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	316	384	384	0	30	29
Number Scoring 55-100	301	360	370	0	23	27
Number Scoring 65-100	287	345	354	0	22	27
Number Scoring 85-100	109	201	216	0	6	9
Percentage of Tested Scoring 55-100	95%	94%	96%	0%	77%	93%
Percentage of Tested Scoring 65-100	91%	90%	92%	0%	73%	93%
Percentage of Tested Scoring 85-100	34%	52%	56%	0%	20%	31%
<b>U.S. History and Government</b>						
Number Tested	311	306	355	0	22	27
Number Scoring 55-100	306	300	348	0	21	26
Number Scoring 65-100	290	293	337	0	19	25
Number Scoring 85-100	139	186	212	0	7	8
Percentage of Tested Scoring 55-100	98%	98%	98%	0%	95%	96%
Percentage of Tested Scoring 65-100	93%	96%	95%	0%	86%	93%
Percentage of Tested Scoring 85-100	45%	61%	60%	0%	32%	30%

(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	316	382	446	0	24	24
Number Scoring 55-100	315	372	440	0	22	23
Number Scoring 65-100	311	364	433	0	20	22
Number Scoring 85-100	132	128	178	0	3	2
Percentage of Tested Scoring 55-100	100%	97%	99%	0%	92%	96%
Percentage of Tested Scoring 65-100	98%	95%	97%	0%	83%	92%
Percentage of Tested Scoring 85-100	42%	34%	40%	0%	12%	8%
<b>Physical Setting/Earth Science</b>						
Number Tested	205	242	225	0	7	10
Number Scoring 55-100	202	237	219	0	6	10
Number Scoring 65-100	193	228	209	0	6	10
Number Scoring 85-100	54	94	63	0	1	2
Percentage of Tested Scoring 55-100	99%	98%	97%	0%	86%	100%
Percentage of Tested Scoring 65-100	94%	94%	93%	0%	86%	100%
Percentage of Tested Scoring 85-100	26%	39%	28%	0%	14%	20%
<b>Physical Setting/Chemistry</b>						
Number Tested	154	157	152	0	3	2
Number Scoring 55-100	153	155	150	0	#	#
Number Scoring 65-100	129	137	140	0	#	#
Number Scoring 85-100	12	38	40	0	#	#
Percentage of Tested Scoring 55-100	99%	99%	99%	0%	#	#
Percentage of Tested Scoring 65-100	84%	87%	92%	0%	#	#
Percentage of Tested Scoring 85-100	8%	24%	26%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			64			0
Number Scoring 55-100			64			0
Number Scoring 65-100			62			0
Number Scoring 85-100			27			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			97%			0%
Percentage of Tested Scoring 85-100			42%			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	64	66	100	0	0	1
Number Scoring 55-100	63	66	100	0	0	#
Number Scoring 65-100	60	64	99	0	0	#
Number Scoring 85-100	22	29	68	0	0	#
Percentage of Tested Scoring 55-100	98%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	94%	97%	99%	0%	0%	#
Percentage of Tested Scoring 85-100	34%	44%	68%	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	153	158	168	0	0	3
Number Scoring 55-100	153	157	166	0	0	#
Number Scoring 65-100	151	152	164	0	0	#
Number Scoring 85-100	95	87	102	0	0	#
Percentage of Tested Scoring 55-100	100%	99%	99%	0%	0%	#
Percentage of Tested Scoring 65-100	99%	96%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	62%	55%	61%	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	178	27	0	0	0	0
Number Scoring 55-100	162	20	0	0	0	0
Number Scoring 65-100	157	12	0	0	0	0
Number Scoring 85-100	89	3	0	0	0	0
Percentage of Tested Scoring 55-100	91%	74%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	44%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	11%	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	42	98%	36	86%	25	80%
Students with Disabilities	0	0%	14	71%	1	#

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	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 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	282	282	282	27	27	27	309	309	309
Number Scoring 55–64	3	3	1	2	2	1	5	5	2
Number Scoring 65–84	161	82	125	16	12	18	177	94	143
Number Scoring 85–100	105	180	145	4	6	1	109	186	146
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</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 9-12)</b>						
Number Tested			3			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)