

New York State School Report Card

Comprehensive Information Report

BEDS Code: 62-18-01-06-0005
 Name: Wallkill Senior High School
 Principal: William Hecht

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	276	284	315
Tenth	291	299	283
Eleventh	244	273	287
Twelfth	234	237	285
Ungraded Secondary	35	53	18
Total K-12 Enrollment	1080	1146	1188

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	0.6%	3	0.3%	5	0.4%
Black (Not Hispanic)	47	4.4%	47	4.1%	60	5.1%
Hispanic	126	11.7%	151	13.2%	161	13.6%
White (Not Hispanic)	901	83.4%	945	82.5%	962	81.0%

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	22	25	23
Mathematics Grade 10	14	23	24
Science Grade 10	21	21	24
Social Studies Grade 10	23	28	24

(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
50	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 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	11	1.0%	11	1.0%	14	1.2%
Eligible for Free Lunch	87	8.1%	69	6.0%	119	10.0%

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		96.1%		94.4%		94.4%
Student Suspensions	192	18.7%	142	13.2%	105	9.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.6%	3.0%	4.0%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	96%	104%	100%

Staff Counts

Staff	2003-04
Total Teachers	72
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*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	186	98	53%	207	130	63%	217	142	65%
Students with Disabilities	17	2	12%	18	1	6%	13	2	15%
All Students	203	100	49%	225	131	58%	230	144	63%

*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	86	98	0	2	8	36
Percent	37%	43%	0%	1%	3%	16%

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)
13	2	11	24

*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	23		19		43	4.2%
	Entered GED Program*	1		3		1	0.1%
	Total Noncompleters	24		22		44	4.3%
Students with Disabilities	Dropped Out	10		1		8	4.7%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	10		1		8	4.7%
All Students	Dropped Out	33	3.1%	20	1.7%	51	4.3%
	Entered GED Program*	1	0.1%	3	0.3%	1	0.1%
	Total Noncompleters	34	3.1%	23	2.0%	52	4.4%

*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	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	63	206	225
	Number of Students with Disabilities	12	32	40
	Number of All Students	75	238	265
	Percent of Enrollment	7%	21%	22%

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; completion 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	0	0%	4	#	11	55%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	3	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
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%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	7	71%
Science	3	#	2	#	6	83%
Reading	2	#	2	#	1	#
Writing	3	#	1	#	0	0%
Global Studies	1	#	4	#	3	#
U.S. Hist & Gov't	1	#	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	28	71%	13	62%	38	84%
Science	29	83%	1	#	40	53%
Reading	23	70%	15	67%	26	81%
Writing	17	100%	12	83%	14	93%
Global Studies	10	20%	31	71%	39	46%
U.S. Hist & Gov't	9	56%	7	57%	19	53%

(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	213	244	261	19	9	33
Number Scoring 55–100	196	234	247	8	7	25
Number Scoring 65–100	176	223	236	3	7	19
Number Scoring 85–100	89	102	111	1	0	2
Percentage of Tested Scoring 55–100	92%	96%	95%	42%	78%	76%
Percentage of Tested Scoring 65–100	83%	91%	90%	16%	78%	58%
Percentage of Tested Scoring 85–100	42%	42%	43%	5%	0%	6%
Mathematics A						
Number Tested	118	294	306	14	23	34
Number Scoring 55–100	81	238	286	3	6	21
Number Scoring 65–100	61	204	256	1	6	12
Number Scoring 85–100	32	22	70	1	0	2
Percentage of Tested Scoring 55–100	69%	81%	93%	21%	26%	62%
Percentage of Tested Scoring 65–100	52%	69%	84%	7%	26%	35%
Percentage of Tested Scoring 85–100	27%	7%	23%	7%	0%	6%
Mathematics B						
Number Tested	0	29	136	0	0	4
Number Scoring 55–100	0	29	126	0	0	#
Number Scoring 65–100	0	27	116	0	0	#
Number Scoring 85–100	0	5	31	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	93%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	93%	85%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	17%	23%	0%	0%	#
Global History and Geography						
Number Tested	274	291	276	18	36	33
Number Scoring 55–100	239	258	241	10	25	25
Number Scoring 65–100	210	233	215	5	20	17
Number Scoring 85–100	68	83	100	2	3	4
Percentage of Tested Scoring 55–100	87%	89%	87%	56%	69%	76%
Percentage of Tested Scoring 65–100	77%	80%	78%	28%	56%	52%
Percentage of Tested Scoring 85–100	25%	29%	36%	11%	8%	12%
U.S. History and Government						
Number Tested	233	277	275	19	11	34
Number Scoring 55–100	210	263	248	13	10	20
Number Scoring 65–100	173	246	234	1	8	18
Number Scoring 85–100	49	113	117	1	2	3
Percentage of Tested Scoring 55–100	90%	95%	90%	68%	91%	59%
Percentage of Tested Scoring 65–100	74%	89%	85%	5%	73%	53%
Percentage of Tested Scoring 85–100	21%	41%	43%	5%	18%	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	317	299	258	37	33	45
Number Scoring 55–100	266	236	198	26	18	28
Number Scoring 65–100	248	208	176	20	13	25
Number Scoring 85–100	65	45	13	1	0	1
Percentage of Tested Scoring 55–100	84%	79%	77%	70%	55%	62%
Percentage of Tested Scoring 65–100	78%	70%	68%	54%	39%	56%
Percentage of Tested Scoring 85–100	21%	15%	5%	3%	0%	2%
Physical Setting/Earth Science						
Number Tested	155	190	262	7	17	19
Number Scoring 55–100	144	163	229	5	13	12
Number Scoring 65–100	125	147	214	3	11	10
Number Scoring 85–100	34	43	55	1	3	0
Percentage of Tested Scoring 55–100	93%	86%	87%	71%	76%	63%
Percentage of Tested Scoring 65–100	81%	77%	82%	43%	65%	53%
Percentage of Tested Scoring 85–100	22%	23%	21%	14%	18%	0%
Physical Setting/Chemistry						
Number Tested	148	143	178	2	1	5
Number Scoring 55–100	138	133	167	#	#	5
Number Scoring 65–100	127	89	148	#	#	5
Number Scoring 85–100	7	7	16	#	#	1
Percentage of Tested Scoring 55–100	93%	93%	94%	#	#	100%
Percentage of Tested Scoring 65–100	86%	62%	83%	#	#	100%
Percentage of Tested Scoring 85–100	5%	5%	9%	#	#	20%
Physical Setting/Physics						
Number Tested			61			1
Number Scoring 55–100			53			#
Number Scoring 65–100			46			#
Number Scoring 85–100			4			#
Percentage of Tested Scoring 55–100			87%			#
Percentage of Tested Scoring 65–100			75%			#
Percentage of Tested Scoring 85–100			7%			#

* 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	52	43	47	0	0	0
Number Scoring 55–100	52	43	47	0	0	0
Number Scoring 65–100	52	43	47	0	0	0
Number Scoring 85–100	35	32	30	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	67%	74%	64%	0%	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	79	87	70	0	1	3
Number Scoring 55–100	79	87	67	0	#	#
Number Scoring 65–100	79	86	67	0	#	#
Number Scoring 85–100	65	67	44	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	#	#
Percentage of Tested Scoring 65–100	100%	99%	96%	0%	#	#
Percentage of Tested Scoring 85–100	82%	77%	63%	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	137	130	16	1	1	0
Number Scoring 55–100	125	91	4	#	#	0
Number Scoring 65–100	118	81	2	#	#	0
Number Scoring 85–100	46	14	1	#	#	0
Percentage of Tested Scoring 55–100	91%	70%	25%	#	#	0%
Percentage of Tested Scoring 65–100	86%	62%	12%	#	#	0%
Percentage of Tested Scoring 85–100	34%	11%	6%	#	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	79	94%	124	85%	111	91%
Students with Disabilities	19	79%	24	58%	17	65%

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	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
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	249	249	249	29	29	29	278	278	278
Number Scoring 55–64	16	4	4	6	3	6	22	7	10
Number Scoring 65–84	148	110	161	5	6	11	153	116	172
Number Scoring 85–100	68	110	70	2	2	1	70	112	71
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			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			1			0
Proficient (37-39)			3			0
Reading and Writing (Grade 9-12)						
Number Tested			5			0
Beginning (0-14)			1			0
Intermediate (15-24)			4			0
Advanced (25-32)			0			0
Proficient (33-35)			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)