New York State School Report Card Comprehensive Information Report

BEDS Code: 62-18-01-06-0006 Grade Range: 7-8

Name: Wallkill Middle School

Principal: Kevin Castle

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	289	293	283
Eighth	272	294	302
Ninth	0	0	0
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	28	24	19
Total K-12 Enrollment	589	611	604

Student Racial/Ethnic Origin

9	2001–02		2002	2–03	2003-04	
Race/Ethnicity	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	10	1.7%	4	0.7%	5	0.8%
Black (Not Hispanic)	24	4.1%	32	5.2%	33	5.5%
Hispanic	87	14.8%	71	11.6%	76	12.6%
White (Not Hispanic)	468	79.5%	504	82.5%	490	81.1%

Average Class Size

Average Class Size		Average Class Size								
Grade Level	2001–02	2002-03	2003-04							
Kindergarten	0	0	0							
Common Branch	0	0	0							
English Grade 8	21	24	25							
Mathematics Grade 8	23	24	25							
Science Grade 8	22	24	25							
Social Studies Grade 8	23	24	25							
English Grade 10	0	0	0							
Mathematics Grade 10	0	0	0							
Science Grade 10	0	22	0							
Social Studies Grade 10	0	0	0							

(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 Gr	oup	Description
32		All schools in this group are middle 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 middle 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	2-03	2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.5%	3	0.5%	3	0.5%
Eligible for Free Lunch	81	13.8%	49	8.0%	66	10.9%

Attendance and Suspension

•	2000-01		2001	1–02	2002–03	
	No. of	% of	No. of	% of	No. of	% of
	Students	Enroll.	Students	Enroll.	Students	Enroll.
Annual Attendance Rate		95.4%		94.6%		94.1%
Student Suspensions	38	6.8%	67	11.4%	62	10.2%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2001–02	2002-03	2003-04
Reduced Lunch	5.4%	6.2%	4.6%
Public Assistance	11-20%	1-10%	1-10%
Student Stability	97%	99%	96%

Staff Counts

Staff	2003-04
Total Teachers	47
Total Other Professional Staff	8
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	0	0	0%	0	0	0%	0	0	0%	
Students with Disabilities	0	0	0%	0	0	0%	0	0	0%	
All Students	0	0	0%	0	0	0%	0	0	0%	

^{*}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	0	0	0	0	0	0
Percent	0%	0%	0%	0%	0%	0%

Number of High School Completers with Disabilities in 2003–04

Graduates* (a)	Regents	IEP Diplomas	All 2003–04
	Diplomas	or Certificates	Completers
	(b)	(c)	(a+c)
0	0	0	0

^{*}Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

			1–02	200	2–03	200	3–04
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-	Dropped Out	0	Em on.	1	Em on.	3	0.0%
Education	Entered GED Program*	0		0		0	0.0%
Students	Total Noncompleters	0		1		3	0.0%
Students	Dropped Out	0		0		0	0.0%
with	Entered GED Program*	0		0		0	0.0%
Disabilities	Total Noncompleters	0		0		0	0.0%
All	Dropped Out	0	0.0%	1	0.0%	3	0.0%
Students	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
Students	Total Noncompleters	0	0.0%	1	0.0%	3	0.0%

^{*}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	S Developing a Career Fran, 4	2001–02	2002-03	2003-04
	Number of General-Education Students	0	0	0
4–5	Number of Students with Disabilities	0	0	0
4–5	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
	Number of General-Education Students	445	472	0
<i>(</i> 0	Number of Students with Disabilities	116	115	0
6–8	Number of All Students	561	587	0
	Percent of Enrollment	95%	96%	0%
	Number of General-Education Students	0	0	0
0.12	Number of Students with Disabilities	0	0	0
9–12	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

Career and Technical Education (CTE) Programs

CTE Dugguer	This	District	Statewide
CTE Program	Count	Percentage	Average
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	2–03	2003-04	
Test	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	24	100%	18	100%	48	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	23	78%	29	100%	73	93%

Students with Disabilities

Test	2001–02		2003	2-03	2003-04	
rest	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%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001–02		200	2-03	2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	1	#
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		200	2-03	2003-04	
rest	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	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%

 $\overline{\text{(Form - E)}}$

Regents Examinations

		All Students		Stude	nts with Disa	bilities
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
	Livin	g Environme	nt			
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%
	Physical S	etting/Earth :	Science			
Number Tested	23	22	69	0	0	0
Number Scoring 55–100	23	22	69	0	0	0
Number Scoring 65–100	23	22	69	0	0	0
Number Scoring 85–100	18	5	25	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	78%	23%	36%	0%	0%	0%
	Physical	Setting/Chen	nistry			
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%
	Physica	l Setting/Phy	sics			
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of Tested Scoring 55–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%
Percentage of Tested Scoring 85–100			0%			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				
Sequential Mathe	Sequential Mathematics, Course III (last administered January 2004)									
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%				

Introduction to Occupations Examination

	2001–02		2002	2-03	2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0 0%		0	0%	0	0%

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
	General-Education Students	0	0%	0%	0%	0%
Nov 2003	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	263	2%	58%	37%	4%
	Students with Disabilities	42	29%	57%	14%	0%
	All Students	305	5%	58%	33%	4%

(Form - I)

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			5			1					
Beginning (0–18)			1			#					
Intermediate (19–31)			1			#					
Advanced (32–36)			2			#					
Proficient (37–39)			1			#					
	Read	ling and Writin	ng (Grade 7–8))							
Number Tested			5			1					
Beginning (0–14)			1			#					
Intermediate (15–24)			3			#					
Advanced (25–32)			1			#					
Proficient (33–35)			0			#					
	Listen	ing and Speaki	ng (Grade 9–1	2)							
Number Tested			0			0					
Beginning (0–18)			0			0					
Intermediate (19–31)			0			0					
Advanced (32–36)			0			0					
Proficient (37–39)			0			0					
	Read	ing and Writin	g (Grade 9–12	()							
Number Tested			0			0					
Beginning (0–14)			0			0					
Intermediate (15–24)			0			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)