

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	2002-03	2003-04	2004-05
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	102	87	96
Ungraded Elementary	0	0	0
Seventh	115	98	87
Eighth	115	114	102
Ninth	125	122	114
Tenth	119	119	124
Eleventh	111	117	121
Twelfth	93	111	115
Ungraded Secondary	0	0	0
Total K-12 Enrollment	780	768	759

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	12	1.5%	14	1.8%	6	0.8%
Black (Not Hispanic)	2	0.3%	6	0.8%	3	0.4%
Hispanic	3	0.4%	2	0.3%	2	0.3%
White (Not Hispanic)	763	97.8%	746	97.1%	748	98.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	26	0	0
English Grade 8	23	23	20
Mathematics Grade 8	25	23	21
Science Grade 8	22	23	20
Social Studies Grade 8	23	23	20
English Grade 10	0	23	24
Mathematics Grade 10	18	16	16
Science Grade 10	16	20	26
Social Studies Grade 10	22	20	21

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	1	0.1%	1	0.1%
Eligible for Free Lunch	22	2.8%	19	2.5%	16	2.1%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.0%		95.3%		95.9%
Student Suspensions	20	2.9%	16	2.1%	27	3.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	1.5%	1.7%	1.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	98%	93%

Staff Counts

Staff	2004-05
Total Teachers	65
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	81	94	101
	Regents Diplomas	68	75	95
	% Regents Diplomas	84%	80%	94%
	Regents Diplomas with Advanced Designation**			67
	% Regents Diplomas with Advanced Designation			66%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	8	10	9
	Regents Diplomas	0	2	4
	% Regents Diplomas	0%	20%	44%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates	0	0	0
All Students	Total Graduates*	89	104	110
	Regents Diplomas	68	77	99
	% Regents Diplomas	76%	74%	90%
	Regents Diplomas with Advanced Designation**			68
	% Regents Diplomas with Advanced Designation			62%
	IEP Diplomas or Local Certificates	0	0	0

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	72	22	0	0	4	0	3	0
	Percent	71%	22%	0%	0%	4%	0%	3%	0%
Students with Disabilities	Number	1	6	1	1	0	0	0	0
	Percent	11%	67%	11%	11%	0%	0%	0%	0%
All Students	Number	73	28	1	1	4	0	3	0
	Percent	66%	25%	1%	1%	4%	0%	3%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	3		6	1.4%	2	0.5%
	Entered GED Program*	0		1	0.2%	2	0.5%
	Total Noncompleters	3		7	1.7%	4	1.0%
Students with Disabilities	Dropped Out	0		0	0.0%	1	1.7%
	Entered GED Program*	0		1	1.8%	0	0.0%
	Total Noncompleters	0		1	1.8%	1	1.7%
All Students	Dropped Out	3	0.7%	6	1.3%	3	0.6%
	Entered GED Program*	0	0.0%	2	0.4%	2	0.4%
	Total Noncompleters	3	0.7%	8	1.7%	5	1.1%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	294	259	182
	Number of Students with Disabilities	37	40	32
	Number of All Students	331	299	214
	Percent of Enrollment	100%	100%	75%
9-12	Number of General-Education Students	436	441	449
	Number of Students with Disabilities	11	28	15
	Number of All Students	447	469	464
	Percent of Enrollment	100%	100%	98%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	26	96%	22	91%	27	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	78	100%	90	96%	66	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	3	#	1	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	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%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	100%	14	86%	20	100%
Science	4	#	7	71%	13	85%
Reading	9	78%	2	#	3	#
Writing	6	33%	2	#	3	#
Global Studies	3	#	3	#	2	#
U.S. Hist & Gov't	1	#	4	#	5	60%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	112	115	117	14	9	13
Number Scoring 55-100	105	114	110	8	9	9
Number Scoring 65-100	102	112	108	8	8	8
Number Scoring 85-100	44	64	61	4	0	1
Percentage of Tested Scoring 55-100	94%	99%	94%	57%	100%	69%
Percentage of Tested Scoring 65-100	91%	97%	92%	57%	89%	62%
Percentage of Tested Scoring 85-100	39%	56%	52%	29%	0%	8%
Mathematics A						
Number Tested	135	126	118	13	11	18
Number Scoring 55-100	126	121	113	7	9	13
Number Scoring 65-100	117	115	109	6	6	10
Number Scoring 85-100	35	67	72	0	2	2
Percentage of Tested Scoring 55-100	93%	96%	96%	54%	82%	72%
Percentage of Tested Scoring 65-100	87%	91%	92%	46%	55%	56%
Percentage of Tested Scoring 85-100	26%	53%	61%	0%	18%	11%
Mathematics B						
Number Tested	0	90	89	0	3	2
Number Scoring 55-100	0	85	84	0	#	#
Number Scoring 65-100	0	76	70	0	#	#
Number Scoring 85-100	0	32	22	0	#	#
Percentage of Tested Scoring 55-100	0%	94%	94%	0%	#	#
Percentage of Tested Scoring 65-100	0%	84%	79%	0%	#	#
Percentage of Tested Scoring 85-100	0%	36%	25%	0%	#	#
Global History and Geography						
Number Tested	129	120	126	16	16	18
Number Scoring 55-100	121	116	123	10	15	16
Number Scoring 65-100	115	108	120	8	9	15
Number Scoring 85-100	62	77	64	1	6	3
Percentage of Tested Scoring 55-100	94%	97%	98%	62%	94%	89%
Percentage of Tested Scoring 65-100	89%	90%	95%	50%	56%	83%
Percentage of Tested Scoring 85-100	48%	64%	51%	6%	38%	17%
U.S. History and Government						
Number Tested	111	117	123	13	11	12
Number Scoring 55-100	109	111	117	11	8	8
Number Scoring 65-100	99	104	113	7	6	8
Number Scoring 85-100	57	65	77	2	1	3
Percentage of Tested Scoring 55-100	98%	95%	95%	85%	73%	67%
Percentage of Tested Scoring 65-100	89%	89%	92%	54%	55%	67%
Percentage of Tested Scoring 85-100	51%	56%	63%	15%	9%	25%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	107	131	124	11	19	15
Number Scoring 55-100	107	130	123	11	18	15
Number Scoring 65-100	100	126	117	7	15	11
Number Scoring 85-100	52	70	54	2	5	3
Percentage of Tested Scoring 55-100	100%	99%	99%	100%	95%	100%
Percentage of Tested Scoring 65-100	93%	96%	94%	64%	79%	73%
Percentage of Tested Scoring 85-100	49%	53%	44%	18%	26%	20%
Physical Setting/Earth Science						
Number Tested	107	102	103	10	16	18
Number Scoring 55-100	104	96	97	9	12	14
Number Scoring 65-100	98	85	83	8	8	8
Number Scoring 85-100	50	40	35	2	1	1
Percentage of Tested Scoring 55-100	97%	94%	94%	90%	75%	78%
Percentage of Tested Scoring 65-100	92%	83%	81%	80%	50%	44%
Percentage of Tested Scoring 85-100	47%	39%	34%	20%	6%	6%
Physical Setting/Chemistry						
Number Tested	101	77	101	4	1	5
Number Scoring 55-100	96	77	101	#	#	5
Number Scoring 65-100	79	75	100	#	#	5
Number Scoring 85-100	29	36	53	#	#	3
Percentage of Tested Scoring 55-100	95%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	78%	97%	99%	#	#	100%
Percentage of Tested Scoring 85-100	29%	47%	52%	#	#	60%
Physical Setting/Physics						
Number Tested		37	32		1	0
Number Scoring 55-100		37	32		#	0
Number Scoring 65-100		37	31		#	0
Number Scoring 85-100		23	20		#	0
Percentage of Tested Scoring 55-100		100%	100%		#	0%
Percentage of Tested Scoring 65-100		100%	97%		#	0%
Percentage of Tested Scoring 85-100		62%	62%		#	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	32	21	21	1	0	0
Number Scoring 55-100	32	21	21	#	0	0
Number Scoring 65-100	32	21	21	#	0	0
Number Scoring 85-100	26	17	12	#	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	81%	81%	57%	#	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	38	67	65	0	1	1
Number Scoring 55-100	38	66	65	0	#	#
Number Scoring 65-100	38	65	65	0	#	#
Number Scoring 85-100	25	55	58	0	#	#
Percentage of Tested Scoring 55-100	100%	99%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	97%	100%	0%	#	#
Percentage of Tested Scoring 85-100	66%	82%	89%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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 2005	General-Education Students	93	0%	10%	55%	35%
	Students with Disabilities	10	0%	40%	60%	0%
	All Students	103	0%	13%	55%	32%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	103	103	103	9	9	9	112	112	112
Number Scoring 55–64	1	4	2	2	2	2	3	6	4
Number Scoring 65–84	40	34	32	4	4	7	44	38	39
Number Scoring 85–100	59	63	68	0	1	0	59	64	68
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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)