

New York State School Report Card

Comprehensive Information Report

BEDS Code: 13-11-01-04-0004
 Name: Webutuck Middle School High School
 Principal: Ken Sauer

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	83	75	56
Ungraded Elementary	0	0	0
Seventh	86	77	68
Eighth	74	90	76
Ninth	76	80	103
Tenth	77	72	65
Eleventh	52	66	53
Twelfth	62	46	64
Ungraded Secondary	0	0	12
Total K-12 Enrollment	510	506	497

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	3	0.6%	4	0.8%	6	1.2%
Black (Not Hispanic)	28	5.5%	30	5.9%	32	6.4%
Hispanic	23	4.5%	33	6.5%	27	5.4%
White (Not Hispanic)	456	89.4%	439	86.8%	432	86.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	19	0	0
English Grade 8	14	19	18
Mathematics Grade 8	10	19	18
Science Grade 8	15	21	16
Social Studies Grade 8	7	21	0
English Grade 10	0	19	18
Mathematics Grade 10	0	0	25
Science Grade 10	0	0	0
Social Studies Grade 10	18	26	22

(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
51	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 higher 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	6	1.2%	12	2.4%	10	2.0%
Eligible for Free Lunch	60	11.8%	104	20.6%	88	17.7%

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		91.2%		90.9%		91.3%
Student Suspensions	128	29.7%	70	13.7%	94	18.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.0%	11.7%	8.3%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	100%	96%	100%

Staff Counts

Staff	2003-04
Total Teachers	46
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*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	49	31	63%	41	24	59%	54	26	48%
Students with Disabilities	4	0	0%	2	0	0%	5	0	0%
All Students	53	31	58%	43	24	56%	59	26	44%

*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	19	31	1	5	2	1
Percent	32%	53%	2%	8%	3%	2%

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)
5	0	1	6

*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	7		6		10	4.1%
	Entered GED Program*	1		2		1	0.4%
	Total Noncompleters	8		8		11	4.5%
Students with Disabilities	Dropped Out	1		2		3	7.7%
	Entered GED Program*	1		1		0	0.0%
	Total Noncompleters	2		3		3	7.7%
All Students	Dropped Out	8	3.0%	8	3.0%	13	4.6%
	Entered GED Program*	2	0.7%	3	1.1%	1	0.4%
	Total Noncompleters	10	3.7%	11	4.2%	14	5.0%

*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		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	0	0	242
	Number of Students with Disabilities	0	0	28
	Number of All Students	0	0	270
	Percent of Enrollment	0%	0%	92%

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	13	100%	24	92%	9	100%
German	3	#	20	75%	12	25%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	100%	33	79%	16	69%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	2	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	11	73%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	1	#	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	57%	5	100%	0	0%
Science	14	71%	0	0%	0	0%
Reading	6	100%	5	100%	0	0%
Writing	2	#	6	100%	0	0%
Global Studies	4	#	5	0%	0	0%
U.S. Hist & Gov't	0	0%	2	#	1	#

(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	55	62	60	1	7	7
Number Scoring 55–100	54	56	59	#	4	7
Number Scoring 65–100	49	49	55	#	1	5
Number Scoring 85–100	13	18	16	#	0	0
Percentage of Tested Scoring 55–100	98%	90%	98%	#	57%	100%
Percentage of Tested Scoring 65–100	89%	79%	92%	#	14%	71%
Percentage of Tested Scoring 85–100	24%	29%	27%	#	0%	0%
Mathematics A						
Number Tested	50	63	62	2	4	4
Number Scoring 55–100	30	51	62	#	#	#
Number Scoring 65–100	19	48	61	#	#	#
Number Scoring 85–100	6	10	16	#	#	#
Percentage of Tested Scoring 55–100	60%	81%	100%	#	#	#
Percentage of Tested Scoring 65–100	38%	76%	98%	#	#	#
Percentage of Tested Scoring 85–100	12%	16%	26%	#	#	#
Mathematics B						
Number Tested	11	0	27	0	0	1
Number Scoring 55–100	11	0	16	0	0	#
Number Scoring 65–100	9	0	15	0	0	#
Number Scoring 85–100	6	0	2	0	0	#
Percentage of Tested Scoring 55–100	100%	0%	59%	0%	0%	#
Percentage of Tested Scoring 65–100	82%	0%	56%	0%	0%	#
Percentage of Tested Scoring 85–100	55%	0%	7%	0%	0%	#
Global History and Geography						
Number Tested	69	74	60	9	8	4
Number Scoring 55–100	55	68	55	3	5	#
Number Scoring 65–100	46	61	51	1	5	#
Number Scoring 85–100	9	21	24	0	1	#
Percentage of Tested Scoring 55–100	80%	92%	92%	33%	62%	#
Percentage of Tested Scoring 65–100	67%	82%	85%	11%	62%	#
Percentage of Tested Scoring 85–100	13%	28%	40%	0%	12%	#
U.S. History and Government						
Number Tested	54	59	54	4	5	8
Number Scoring 55–100	53	57	54	#	3	8
Number Scoring 65–100	46	53	54	#	3	8
Number Scoring 85–100	11	26	27	#	0	1
Percentage of Tested Scoring 55–100	98%	97%	100%	#	60%	100%
Percentage of Tested Scoring 65–100	85%	90%	100%	#	60%	100%
Percentage of Tested Scoring 85–100	20%	44%	50%	#	0%	12%

(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	47	53	69	2	6	5
Number Scoring 55–100	47	53	69	#	6	5
Number Scoring 65–100	44	51	63	#	5	2
Number Scoring 85–100	13	17	19	#	1	1
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	94%	96%	91%	#	83%	40%
Percentage of Tested Scoring 85–100	28%	32%	28%	#	17%	20%
Physical Setting/Earth Science						
Number Tested	59	69	90	7	5	12
Number Scoring 55–100	56	62	77	5	3	10
Number Scoring 65–100	46	57	60	4	2	6
Number Scoring 85–100	21	23	25	1	1	1
Percentage of Tested Scoring 55–100	95%	90%	86%	71%	60%	83%
Percentage of Tested Scoring 65–100	78%	83%	67%	57%	40%	50%
Percentage of Tested Scoring 85–100	36%	33%	28%	14%	20%	8%
Physical Setting/Chemistry						
Number Tested	24	40	32	0	0	2
Number Scoring 55–100	19	36	31	0	0	#
Number Scoring 65–100	12	28	25	0	0	#
Number Scoring 85–100	4	4	6	0	0	#
Percentage of Tested Scoring 55–100	79%	90%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	50%	70%	78%	0%	0%	#
Percentage of Tested Scoring 85–100	17%	10%	19%	0%	0%	#
Physical Setting/Physics						
Number Tested			3			0
Number Scoring 55–100			#			0
Number Scoring 65–100			#			0
Number Scoring 85–100			#			0
Percentage of Tested Scoring 55–100			#			0%
Percentage of Tested Scoring 65–100			#			0%
Percentage of Tested Scoring 85–100			#			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
Comprehensive French						
Number Tested	2	12	10	0	0	0
Number Scoring 55–100	#	12	10	0	0	0
Number Scoring 65–100	#	12	10	0	0	0
Number Scoring 85–100	#	10	7	0	0	0
Percentage of Tested Scoring 55–100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	83%	70%	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	7	9	10	0	0	0
Number Scoring 55–100	7	9	10	0	0	0
Number Scoring 65–100	4	8	8	0	0	0
Number Scoring 85–100	2	2	3	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	57%	89%	80%	0%	0%	0%
Percentage of Tested Scoring 85–100	29%	22%	30%	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	13	19	12	0	0	1
Number Scoring 55–100	13	19	12	0	0	#
Number Scoring 65–100	12	17	12	0	0	#
Number Scoring 85–100	4	4	3	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	92%	89%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	31%	21%	25%	0%	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	4	12	0	0	0	0
Number Scoring 55-100	#	8	0	0	0	0
Number Scoring 65-100	#	7	0	0	0	0
Number Scoring 85-100	#	3	0	0	0	0
Percentage of Tested Scoring 55-100	#	67%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	58%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	25%	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	7	100%	6	100%	0	0%
Students with Disabilities	0	0%	2	#	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
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	69	1%	25%	65%	9%
	Students with Disabilities	8	50%	38%	13%	0%
	All Students	77	6%	26%	60%	8%

(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	56	56	56	10	10	10	66	66	66
Number Scoring 55–64	4	3	4	2	1	2	6	4	6
Number Scoring 65–84	34	18	26	2	3	3	36	21	29
Number Scoring 85–100	10	23	21	0	0	0	10	23	21
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			5			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			1			#
Proficient (37-39)			4			#
Reading and Writing (Grade 7-8)						
Number Tested			5			1
Beginning (0-14)			0			#
Intermediate (15-24)			2			#
Advanced (25-32)			1			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 9-12)						
Number Tested			6			0
Beginning (0-18)			2			0
Intermediate (19-31)			2			0
Advanced (32-36)			0			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			3			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)