

# New York State School Report Card Comprehensive Information Report

BEDS Code: 44-21-01-06-0002

Grade Range : 9-12

Name: Warwick Valley High School

Principal: Richard K. Phebus

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	392	376	383
Tenth	287	337	378
Eleventh	253	316	330
Twelfth	264	266	301
Ungraded Secondary	0	10	0
Total K-12 Enrollment	1196	1305	1392

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	17	1.4%	6	0.5%	50	3.6%
Black (Not Hispanic)	54	4.5%	44	3.4%	86	6.2%
Hispanic	77	6.4%	58	4.4%	76	5.5%
White (Not Hispanic)	1048	87.6%	1197	91.7%	1180	84.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	28	24	21
Mathematics Grade 10	25	20	18
Science Grade 10	17	16	24
Social Studies Grade 10	25	22	25

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	5	0.4%	3	0.2%	3	0.2%
<b>Eligible for Free Lunch</b>	49	4.1%	64	4.9%	49	3.5%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		92.1%		91.7%		92.6%
<b>Student Suspensions</b>	86	7.2%	120	10.0%	149	11.4%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	3.9%	2.8%	2.2%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	97%	97%	99%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	87
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	233	156	67%	257	192	75%	278	173	62%
Students with Disabilities	11	2	18%	0	0	0%	22	0	0%
All Students	244	158	65%	257	192	75%	300	173	58%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000–2001 school year include January, June and August 2001 graduates; data for the 2001–2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	164	62	0	8	16	50
Percent	55%	21%	0%	3%	5%	17%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
22	0	4	26

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			13		11	
	Entered GED Program*			0		4	
	Total Noncompleters			13		15	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		3	
	Total Noncompleters			0		6	
All Students	Dropped Out	6	0.5%	13	1.0%	14	1.0%
	Entered GED Program*	1	0.1%	0	0.0%	7	0.5%
	Total Noncompleters	7	0.6%	13	1.0%	21	1.5%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

## Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	Number of General-Education Students		1138	1281
	Number of Students with Disabilities		115	111
	Number of All Students		1253	1392
	Percent of Enrollment		96%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	8	75%	6	67%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	0	0%	9	22%	60	65%

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	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	0	0%	0	0%	6	33%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	32	62%	6	83%
Science	5	100%	15	33%	2	#
Reading	0	0%	18	94%	9	56%
Writing	0	0%	18	78%	4	#
Global Studies	3	#	7	57%	2	#
U.S. Hist & Gov't	2	#	7	100%	6	83%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	83%	0	0%	18	83%
Science	18	56%	0	0%	11	91%
Reading	12	92%	0	0%	6	100%
Writing	11	91%	0	0%	8	88%
Global Studies	4	#	0	0%	5	60%
U.S. Hist & Gov't	4	#	0	0%	5	60%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	257	299	328	11	0	25
Number Scoring 55–100	256	279	323	11	0	23
Number Scoring 65–100	243	248	306	8	0	22
Number Scoring 85–100	110	114	160	1	0	1
Percentage of Tested Scoring 55–100	100%	93%	98%	100%	0%	92%
Percentage of Tested Scoring 65–100	95%	83%	93%	73%	0%	88%
Percentage of Tested Scoring 85–100	43%	38%	49%	9%	0%	4%
<b>Mathematics A</b>						
Number Tested	0	286	438	0	0	33
Number Scoring 55–100	0	239	366	0	0	16
Number Scoring 65–100	0	211	324	0	0	13
Number Scoring 85–100	0	76	121	0	0	2
Percentage of Tested Scoring 55–100	0%	84%	84%	0%	0%	48%
Percentage of Tested Scoring 65–100	0%	74%	74%	0%	0%	39%
Percentage of Tested Scoring 85–100	0%	27%	28%	0%	0%	6%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	185	0	0	1
Number Scoring 55–100	0	0	149	0	0	#
Number Scoring 65–100	0	0	120	0	0	#
Number Scoring 85–100	0	0	26	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	81%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	65%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	14%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	306	316	384	35	0	30
Number Scoring 55–100	298	301	360	30	0	23
Number Scoring 65–100	282	287	345	24	0	22
Number Scoring 85–100	123	109	201	2	0	6
Percentage of Tested Scoring 55–100	97%	95%	94%	86%	0%	77%
Percentage of Tested Scoring 65–100	92%	91%	90%	69%	0%	73%
Percentage of Tested Scoring 85–100	40%	34%	52%	6%	0%	20%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	250	311	306	13	0	22
Number Scoring 55–100	240	306	300	11	0	21
Number Scoring 65–100	228	290	293	8	0	19
Number Scoring 85–100	145	139	186	1	0	7
Percentage of Tested Scoring 55–100	96%	98%	98%	85%	0%	95%
Percentage of Tested Scoring 65–100	91%	93%	96%	62%	0%	86%
Percentage of Tested Scoring 85–100	58%	45%	61%	8%	0%	32%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	278	316	382	18	0	24
Number Scoring 55–100	274	315	372	14	0	22
Number Scoring 65–100	261	311	364	1	0	20
Number Scoring 85–100	106	132	128	0	0	3
Percentage of Tested Scoring 55–100	99%	100%	97%	78%	0%	92%
Percentage of Tested Scoring 65–100	94%	98%	95%	6%	0%	83%
Percentage of Tested Scoring 85–100	38%	42%	34%	0%	0%	12%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	176	205	242	14	0	7
Number Scoring 55–100	168	202	237	11	0	6
Number Scoring 65–100	146	193	228	4	0	6
Number Scoring 85–100	51	54	94	0	0	1
Percentage of Tested Scoring 55–100	95%	99%	98%	79%	0%	86%
Percentage of Tested Scoring 65–100	83%	94%	94%	29%	0%	86%
Percentage of Tested Scoring 85–100	29%	26%	39%	0%	0%	14%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		154	157		0	3
Number Scoring 55–100		153	155		0	#
Number Scoring 65–100		129	137		0	#
Number Scoring 85–100		12	38		0	#
Percentage of Tested Scoring 55–100		99%	99%		0%	#
Percentage of Tested Scoring 65–100		84%	87%		0%	#
Percentage of Tested Scoring 85–100		8%	24%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	86	64	66	0	0	0
Number Scoring 55–100	86	63	66	0	0	0
Number Scoring 65–100	84	60	64	0	0	0
Number Scoring 85–100	38	22	29	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	94%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	44%	34%	44%	0%	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	272	153	158	2	0	0
Number Scoring 55–100	272	153	157	#	0	0
Number Scoring 65–100	271	151	152	#	0	0
Number Scoring 85–100	170	95	87	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	99%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	99%	96%	#	0%	0%
Percentage of Tested Scoring 85–100	62%	62%	55%	#	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	244	56	28	6	0	5
Number Scoring 55–100	206	48	23	4	0	4
Number Scoring 65–100	174	44	15	0	0	3
Number Scoring 85–100	86	11	2	0	0	0
Percentage of Tested Scoring 55–100	84%	86%	82%	67%	0%	80%
Percentage of Tested Scoring 65–100	71%	79%	54%	0%	0%	60%
Percentage of Tested Scoring 85–100	35%	20%	7%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	171	178	27	0	0	0
Number Scoring 55–100	157	162	20	0	0	0
Number Scoring 65–100	145	157	12	0	0	0
Number Scoring 85–100	94	89	3	0	0	0
Percentage of Tested Scoring 55–100	92%	91%	74%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	88%	44%	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	50%	11%	0%	0%	0%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	27	100%	42	98%	36	86%
Students with Disabilities	5	80%	0	0%	14	71%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</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 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%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	274	274	274	35	35	35	309	309	309
Number Scoring 55–64	12	13	7	8	3	3	20	16	10
Number Scoring 65–84	129	119	151	18	20	16	147	139	167
Number Scoring 85–100	123	128	108	1	3	0	124	131	108
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)