

# 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	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	273	276	284
Tenth	269	291	299
Eleventh	240	244	273
Twelfth	221	234	237
Ungraded Secondary	24	35	53
Total K-12 Enrollment	1027	1080	1146

## 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	3	0.3%	6	0.6%	3	0.3%
Black (Not Hispanic)	51	5.0%	47	4.4%	47	4.1%
Hispanic	117	11.4%	126	11.7%	151	13.2%
White (Not Hispanic)	856	83.3%	901	83.4%	945	82.5%

## 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	22	22	25
Mathematics Grade 10	20	14	23
Science Grade 10	20	21	21
Social Studies Grade 10	21	23	28

(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>	11	1.1%	11	1.0%	11	1.0%
<b>Eligible for Free Lunch</b>	78	7.6%	87	8.1%	69	6.0%

**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>		93.2%		96.1%		94.4%
<b>Student Suspensions</b>	157	16.3%	192	18.7%	142	13.2%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	4.4%	2.6%	3.0%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	96%	96%	104%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	69
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	171	109	64%	186	98	53%	207	130	63%
Students with Disabilities	18	1	6%	17	2	12%	18	1	6%
All Students	189	110	58%	203	100	49%	225	131	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	80	98	0	6	17	24
Percent	36%	44%	0%	3%	8%	11%

## 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)
18	1	3	21

\*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			23		19	
	Entered GED Program*			1		3	
	Total Noncompleters			24		22	
Students with Disabilities	Dropped Out			10		1	
	Entered GED Program*			0		0	
	Total Noncompleters			10		1	
All Students	Dropped Out	30	2.9%	33	3.1%	20	1.7%
	Entered GED Program*	17	1.7%	1	0.1%	3	0.3%
	Total Noncompleters	47	4.6%	34	3.1%	23	2.0%

\*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		63	206
	Number of Students with Disabilities		12	32
	Number of All Students		75	238
	Percent of Enrollment		7%	21%

## 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%	0	0%	4	#
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%	3	#

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(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	0	0%	1	#	3	#
Science	7	100%	3	#	2	#
Reading	0	0%	2	#	2	#
Writing	0	0%	3	#	1	#
Global Studies	15	47%	1	#	4	#
U.S. Hist & Gov't	13	69%	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	30	47%	28	71%	13	62%
Science	23	52%	29	83%	1	#
Reading	26	85%	23	70%	15	67%
Writing	29	72%	17	100%	12	83%
Global Studies	19	63%	10	20%	31	71%
U.S. Hist & Gov't	15	73%	9	56%	7	57%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	220	213	244	25	19	9
Number Scoring 55–100	207	196	234	15	8	7
Number Scoring 65–100	189	176	223	7	3	7
Number Scoring 85–100	51	89	102	0	1	0
Percentage of Tested Scoring 55–100	94%	92%	96%	60%	42%	78%
Percentage of Tested Scoring 65–100	86%	83%	91%	28%	16%	78%
Percentage of Tested Scoring 85–100	23%	42%	42%	0%	5%	0%
<b>Mathematics A</b>						
Number Tested	0	118	294	0	14	23
Number Scoring 55–100	0	81	238	0	3	6
Number Scoring 65–100	0	61	204	0	1	6
Number Scoring 85–100	0	32	22	0	1	0
Percentage of Tested Scoring 55–100	0%	69%	81%	0%	21%	26%
Percentage of Tested Scoring 65–100	0%	52%	69%	0%	7%	26%
Percentage of Tested Scoring 85–100	0%	27%	7%	0%	7%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	29	0	0	0
Number Scoring 55–100	0	0	29	0	0	0
Number Scoring 65–100	0	0	27	0	0	0
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	276	274	291	46	18	36
Number Scoring 55–100	262	239	258	38	10	25
Number Scoring 65–100	239	210	233	32	5	20
Number Scoring 85–100	94	68	83	6	2	3
Percentage of Tested Scoring 55–100	95%	87%	89%	83%	56%	69%
Percentage of Tested Scoring 65–100	87%	77%	80%	70%	28%	56%
Percentage of Tested Scoring 85–100	34%	25%	29%	13%	11%	8%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	211	233	277	25	19	11
Number Scoring 55–100	189	210	263	15	13	10
Number Scoring 65–100	168	173	246	6	1	8
Number Scoring 85–100	75	49	113	1	1	2
Percentage of Tested Scoring 55–100	90%	90%	95%	60%	68%	91%
Percentage of Tested Scoring 65–100	80%	74%	89%	24%	5%	73%
Percentage of Tested Scoring 85–100	36%	21%	41%	4%	5%	18%

(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	275	317	299	31	37	33
Number Scoring 55–100	261	266	236	26	26	18
Number Scoring 65–100	243	248	208	21	20	13
Number Scoring 85–100	37	65	45	0	1	0
Percentage of Tested Scoring 55–100	95%	84%	79%	84%	70%	55%
Percentage of Tested Scoring 65–100	88%	78%	70%	68%	54%	39%
Percentage of Tested Scoring 85–100	13%	21%	15%	0%	3%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	143	155	190	10	7	17
Number Scoring 55–100	140	144	163	8	5	13
Number Scoring 65–100	131	125	147	7	3	11
Number Scoring 85–100	37	34	43	2	1	3
Percentage of Tested Scoring 55–100	98%	93%	86%	80%	71%	76%
Percentage of Tested Scoring 65–100	92%	81%	77%	70%	43%	65%
Percentage of Tested Scoring 85–100	26%	22%	23%	20%	14%	18%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		148	143		2	1
Number Scoring 55–100		138	133		#	#
Number Scoring 65–100		127	89		#	#
Number Scoring 85–100		7	7		#	#
Percentage of Tested Scoring 55–100		93%	93%		#	#
Percentage of Tested Scoring 65–100		86%	62%		#	#
Percentage of Tested Scoring 85–100		5%	5%		#	#
<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	41	52	43	0	0	0
Number Scoring 55–100	41	52	43	0	0	0
Number Scoring 65–100	41	52	43	0	0	0
Number Scoring 85–100	34	35	32	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	83%	67%	74%	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	74	79	87	0	0	1
Number Scoring 55–100	74	79	87	0	0	#
Number Scoring 65–100	74	79	86	0	0	#
Number Scoring 85–100	63	65	67	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	99%	0%	0%	#
Percentage of Tested Scoring 85–100	85%	82%	77%	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	210	186	0	7	4	0
Number Scoring 55–100	171	139	0	4	#	0
Number Scoring 65–100	150	118	0	3	#	0
Number Scoring 85–100	55	25	0	2	#	0
Percentage of Tested Scoring 55–100	81%	75%	0%	57%	#	0%
Percentage of Tested Scoring 65–100	71%	63%	0%	43%	#	0%
Percentage of Tested Scoring 85–100	26%	13%	0%	29%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	116	137	130	0	1	1
Number Scoring 55–100	108	125	91	0	#	#
Number Scoring 65–100	94	118	81	0	#	#
Number Scoring 85–100	43	46	14	0	#	#
Percentage of Tested Scoring 55–100	93%	91%	70%	0%	#	#
Percentage of Tested Scoring 65–100	81%	86%	62%	0%	#	#
Percentage of Tested Scoring 85–100	37%	34%	11%	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	64	98%	79	94%	124	85%
Students with Disabilities	19	100%	19	79%	24	58%

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	200	200	200	21	21	21	221	221	221
Number Scoring 55–64	7	18	7	5	5	4	12	23	11
Number Scoring 65–84	95	120	117	7	0	2	102	120	119
Number Scoring 85–100	87	46	68	1	1	1	88	47	69
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)