

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-53-07-0006

Grade Range : 9-12

Name: Wellington C. Mepham High School

Principal: John Didden

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	297	330	350
Tenth	314	286	321
Eleventh	307	317	285
Twelfth	276	317	303
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1194	1250	1259

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	36	3.0%	43	3.4%	76	6.0%
Black (Not Hispanic)	34	2.8%	33	2.6%	34	2.7%
Hispanic	33	2.8%	36	2.9%	43	3.4%
White (Not Hispanic)	1091	91.4%	1138	91.0%	1106	87.8%

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	23	23	25
Mathematics Grade 10	23	22	20
Science Grade 10	21	20	21
Social Studies Grade 10	23	25	23

(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
52	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 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	8	0.7%	6	0.5%	14	1.1%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.3%		94.9%		95.6%
Student Suspensions	72	5.9%	63	5.3%	73	5.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.8%	0.6%	1.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	97%	100%

Staff Counts

Staff	2002–2003
Total Teachers	72
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	254	202	80%	281	243	86%	272	236	87%
Students with Disabilities	17	9	53%	25	7	28%	24	10	42%
All Students	271	211	78%	306	250	82%	296	246	83%

*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	188	100	0	1	7	0
Percent	64%	34%	0%	0%	2%	0%

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)
24	10	0	24

*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			48		6	
	Entered GED Program*			0		0	
	Total Noncompleters			48		6	
Students with Disabilities	Dropped Out			6		1	
	Entered GED Program*			0		0	
	Total Noncompleters			6		1	
All Students	Dropped Out	12	1.0%	54	4.3%	7	0.6%
	Entered GED Program*	5	0.4%	0	0.0%	0	0.0%
	Total Noncompleters	17	1.4%	54	4.3%	7	0.6%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

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%	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%

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	1	#	20	0%	0	0%
Science	3	#	9	11%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	6	0%	2	#
U.S. Hist & Gov't	3	#	3	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	4	#	1	#
Science	8	75%	7	29%	0	0%
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	2	#
Global Studies	3	#	1	#	4	#
U.S. Hist & Gov't	7	43%	4	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	317	303	288	41	25	13
Number Scoring 55–100	317	301	277	41	23	12
Number Scoring 65–100	293	295	270	26	21	11
Number Scoring 85–100	124	172	135	1	1	2
Percentage of Tested Scoring 55–100	100%	99%	96%	100%	92%	92%
Percentage of Tested Scoring 65–100	92%	97%	94%	63%	84%	85%
Percentage of Tested Scoring 85–100	39%	57%	47%	2%	4%	15%
Mathematics A						
Number Tested	0	306	341	0	21	29
Number Scoring 55–100	0	282	299	0	17	18
Number Scoring 65–100	0	269	279	0	12	15
Number Scoring 85–100	0	113	107	0	1	3
Percentage of Tested Scoring 55–100	0%	92%	88%	0%	81%	62%
Percentage of Tested Scoring 65–100	0%	88%	82%	0%	57%	52%
Percentage of Tested Scoring 85–100	0%	37%	31%	0%	5%	10%
Mathematics B (first administered June 2001)						
Number Tested	0	0	212	0	0	4
Number Scoring 55–100	0	0	153	0	0	#
Number Scoring 65–100	0	0	124	0	0	#
Number Scoring 85–100	0	0	53	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	72%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	58%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	25%	0%	0%	#
Global History and Geography						
Number Tested	313	284	316	28	17	26
Number Scoring 55–100	309	281	303	26	16	21
Number Scoring 65–100	305	277	286	23	16	19
Number Scoring 85–100	151	107	131	0	2	2
Percentage of Tested Scoring 55–100	99%	99%	96%	93%	94%	81%
Percentage of Tested Scoring 65–100	97%	98%	91%	82%	94%	73%
Percentage of Tested Scoring 85–100	48%	38%	41%	0%	12%	8%
U.S. History and Government (first administered June 2001)						
Number Tested	298	310	301	20	30	17
Number Scoring 55–100	283	305	293	12	28	16
Number Scoring 65–100	269	294	284	9	25	15
Number Scoring 85–100	132	118	175	0	1	6
Percentage of Tested Scoring 55–100	95%	98%	97%	60%	93%	94%
Percentage of Tested Scoring 65–100	90%	95%	94%	45%	83%	88%
Percentage of Tested Scoring 85–100	44%	38%	58%	0%	3%	35%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	265	278	316	21	16	27
Number Scoring 55–100	264	278	308	21	16	23
Number Scoring 65–100	261	277	290	20	16	19
Number Scoring 85–100	82	111	114	0	1	2
Percentage of Tested Scoring 55–100	100%	100%	97%	100%	100%	85%
Percentage of Tested Scoring 65–100	98%	100%	92%	95%	100%	70%
Percentage of Tested Scoring 85–100	31%	40%	36%	0%	6%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	226	255	277	18	31	40
Number Scoring 55–100	210	250	256	13	30	31
Number Scoring 65–100	199	241	234	11	26	22
Number Scoring 85–100	61	72	87	3	2	2
Percentage of Tested Scoring 55–100	93%	98%	92%	72%	97%	78%
Percentage of Tested Scoring 65–100	88%	95%	84%	61%	84%	55%
Percentage of Tested Scoring 85–100	27%	28%	31%	17%	6%	5%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		213	249		6	6
Number Scoring 55–100		210	246		6	6
Number Scoring 65–100		180	204		4	2
Number Scoring 85–100		28	58		0	1
Percentage of Tested Scoring 55–100		99%	99%		100%	100%
Percentage of Tested Scoring 65–100		85%	82%		67%	33%
Percentage of Tested Scoring 85–100		13%	23%		0%	17%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	27	9	16	1	0	0
Number Scoring 55–100	27	9	16	#	0	0
Number Scoring 65–100	27	8	16	#	0	0
Number Scoring 85–100	15	6	11	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	89%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	56%	67%	69%	#	0%	0%
Comprehensive Italian						
Number Tested	39	40	48	0	0	2
Number Scoring 55–100	39	40	48	0	0	#
Number Scoring 65–100	39	38	48	0	0	#
Number Scoring 85–100	35	22	35	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	95%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	90%	55%	73%	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	173	184	179	4	4	7
Number Scoring 55–100	173	183	178	#	#	7
Number Scoring 65–100	173	182	178	#	#	7
Number Scoring 85–100	151	141	142	#	#	6
Percentage of Tested Scoring 55–100	100%	99%	99%	#	#	100%
Percentage of Tested Scoring 65–100	100%	99%	99%	#	#	100%
Percentage of Tested Scoring 85–100	87%	77%	79%	#	#	86%
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	343	47	0	34	11	0
Number Scoring 55–100	286	27	0	20	5	0
Number Scoring 65–100	266	19	0	12	4	0
Number Scoring 85–100	126	0	0	4	0	0
Percentage of Tested Scoring 55–100	83%	57%	0%	59%	45%	0%
Percentage of Tested Scoring 65–100	78%	40%	0%	35%	36%	0%
Percentage of Tested Scoring 85–100	37%	0%	0%	12%	0%	0%
Sequential Mathematics, Course III						
Number Tested	270	223	17	12	11	1
Number Scoring 55–100	241	211	10	9	10	#
Number Scoring 65–100	225	202	9	9	9	#
Number Scoring 85–100	115	107	1	0	3	#
Percentage of Tested Scoring 55–100	89%	95%	59%	75%	91%	#
Percentage of Tested Scoring 65–100	83%	91%	53%	75%	82%	#
Percentage of Tested Scoring 85–100	43%	48%	6%	0%	27%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	22	100%	25	92%	0	0%
Students with Disabilities	10	100%	10	100%	0	0%

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
Nov 2002	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 2003	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
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

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	282	282	282	25	25	25	307	307	307
Number Scoring 55–64	1	6	3	2	3	0	3	9	3
Number Scoring 65–84	126	145	145	22	19	21	148	164	166
Number Scoring 85–100	149	118	131	0	1	1	149	119	132
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)