

# New York State District Report Card Comprehensive Information Report

BEDS Code: 62-18-01-06-0000

Name: Wallkill Central School District

Superintendent: Donald V. Andrews

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	233	191	245
First	255	296	246
Second	238	221	289
Third	249	241	247
Fourth	238	255	252
Fifth	246	252	275
Sixth	270	251	271
Ungraded Elementary	162	162	76
Seventh	261	289	293
Eighth	275	272	294
Ninth	273	276	284
Tenth	269	291	299
Eleventh	240	244	273
Twelfth	221	234	237
Ungraded Secondary	46	63	77
Total K-12 Enrollment	3476	3538	3658

## 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	31	0.9%	34	1.0%	17	0.5%
Black (Not Hispanic)	165	4.7%	148	4.2%	169	4.6%
Hispanic	438	12.6%	476	13.5%	500	13.7%
White (Not Hispanic)	2842	81.8%	2880	81.4%	2972	81.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	17	25
Common Branch	23	24	23
English Grade 8	20	21	24
Mathematics Grade 8	18	23	24
Science Grade 8	19	23	24
Social Studies Grade 8	19	23	24
English Grade 10	22	22	25
Mathematics Grade 10	20	14	23
Science Grade 10	20	21	21
Social Studies Grade 10	22	23	28

(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
NA	NA

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	53	1.5%	57	1.6%	54	1.5%
Eligible for Free Lunch	389	12.0%	408	12.2%	374	10.2%

### 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		94.5%		94.8%		94.8%
Student Suspensions	225	6.6%	291	8.4%	289	8.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.8%	4.2%	4.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	250
Total Other Professional Staff	33
Total Paraprofessionals	87
Teaching Out of Certification*	8
Teachers with Temporary Licenses	2

\*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		20	
	Entered GED Program*			1		3	
	Total Noncompleters			24		23	
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%	21	1.8%
	Entered GED Program*	17	1.7%	1	0.1%	3	0.3%
	Total Noncompleters	47	4.6%	34	3.1%	24	2.1%

\*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		2%	0%
2-3		2%	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		445	565
	Number of Students with Disabilities		116	115
	Number of All Students		561	680
	Percent of Enrollment		65%	76%
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	26	100%	24	100%	22	82%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	43	95%	23	78%	32	91%

### 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	189	178	212	10	7	17
Number Scoring 55–100	186	167	185	8	5	13
Number Scoring 65–100	177	148	169	7	3	11
Number Scoring 85–100	77	52	48	2	1	3
Percentage of Tested Scoring 55–100	98%	94%	87%	80%	71%	76%
Percentage of Tested Scoring 65–100	94%	83%	80%	70%	43%	65%
Percentage of Tested Scoring 85–100	41%	29%	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	245	2%	5%	76%	18%
	Students with Disabilities	40	25%	13%	60%	3%
	All Students	285	5%	6%	73%	15%

### 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	247	1%	31%	56%	12%
	Students with Disabilities	60	12%	72%	17%	0%
	All Students	307	3%	39%	49%	9%

(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)