

# New York State District Report Card Comprehensive Information Report

BEDS Code: 13-21-01-06-0000  
 Name: Wappingers Central School District  
 Superintendent: Richard A. Powell

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	762	815	763
First	930	909	934
Second	813	899	893
Third	942	849	909
Fourth	904	934	844
Fifth	932	938	941
Sixth	872	959	925
Ungraded Elementary	237	203	229
Seventh	995	913	972
Eighth	905	990	906
Ninth	893	958	1007
Tenth	859	895	956
Eleventh	893	856	904
Twelfth	816	829	824
Ungraded Secondary	153	178	130
Total K-12 Enrollment	11906	12125	12137

## 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	576	4.8%	598	4.9%	623	5.1%
Black (Not Hispanic)	635	5.3%	644	5.3%	611	5.0%
Hispanic	759	6.4%	833	6.9%	910	7.5%
White (Not Hispanic)	9936	83.5%	10050	82.9%	9993	82.3%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	23	24	22
Common Branch	24	24	24
English Grade 8	26	24	26
Mathematics Grade 8	25	25	26
Science Grade 8	26	26	26
Social Studies Grade 8	27	27	26
English Grade 10	24	24	26
Mathematics Grade 10	27	22	19
Science Grade 10	23	24	26
Social Studies Grade 10	22	23	24

(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>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	131	1.1%	147	1.2%	170	1.4%
<b>Eligible for Free Lunch</b>	626	5.6%	616	5.5%	726	6.4%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		94.0%		93.8%		93.7%
<b>Student Suspensions</b>	616	5.2%	657	5.5%	596	4.9%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.6%	4.1%	4.0%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	771
Total Other Professional Staff	143
Total Paraprofessionals	241
Teaching Out of Certification*	7

\*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	722	592	82%	707	498	70%	770	769	100%
Students with Disabilities	39	19	49%	69	18	26%	19	17	89%
All Students	761	611	80%	776	516	66%	789	786	100%

\*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	330	286	3	22	21	127
Percent	42%	36%	0%	3%	3%	16%

## 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)
19	17	2	21

\*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.
<b>General-Education Students</b>	Dropped Out	109		103		82	2.4%
	Entered GED Program*	0		21		35	1.0%
	Total Noncompleters	109		124		117	3.4%
<b>Students with Disabilities</b>	Dropped Out	4		31		23	5.4%
	Entered GED Program*	2		10		11	2.6%
	Total Noncompleters	6		41		34	8.0%
<b>All Students</b>	Dropped Out	113	3.2%	134	3.7%	105	2.7%
	Entered GED Program*	2	0.1%	31	0.8%	46	1.2%
	Total Noncompleters	115	3.2%	165	4.5%	151	3.9%

\*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	131	0
	Number of Students with Disabilities	0	30	22
	Number of All Students	0	161	22
	Percent of Enrollment	0%	5%	1%
9-12	Number of General-Education Students	150	111	109
	Number of Students with Disabilities	220	80	69
	Number of All Students	370	191	178
	Percent of Enrollment	10%	5%	5%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	109		
Completed and Passed Regents Exams	99	91%	77%
Completed and had Course Average of 75% or More	105	96%	81%
Completed and Attained a HS Diploma or Equivalent	108	99%	96%
Completed and Whose Status is Known	71		
Completed and Were Successfully Placed	71	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	12	4%	30%
Underrepresented Gender Members Who Completed	0	.	19%

Enrollment data are for the 2003-2004 school year; completer 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	99	98%	69	99%	92	93%
German	43	84%	40	90%	39	87%
Italian	125	91%	166	94%	124	77%
Latin	0	0%	0	0%	0	0%
Spanish	490	86%	563	93%	524	83%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	2	#	3	#
German	0	0%	1	#	1	0%
Italian	0	0%	10	80%	6	17%
Latin	0	0%	0	0%	0	0%
Spanish	17	71%	37	73%	41	49%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	30	87%	5	80%	6	33%
Science	0	0%	0	0%	3	#
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	83%	107	79%	102	76%
Science	0	0%	0	0%	46	74%
Reading	0	0%	1	#	1	#
Writing	1	#	3	#	1	#
Global Studies	0	0%	7	86%	11	64%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	673	786	821	58	47	65
Number Scoring 55-100	651	757	791	52	42	58
Number Scoring 65-100	631	735	747	45	37	49
Number Scoring 85-100	335	375	411	4	8	10
Percentage of Tested Scoring 55-100	97%	96%	96%	90%	89%	89%
Percentage of Tested Scoring 65-100	94%	94%	91%	78%	79%	75%
Percentage of Tested Scoring 85-100	50%	48%	50%	7%	17%	15%
<b>Mathematics A</b>						
Number Tested	372	981	968	25	80	88
Number Scoring 55-100	258	846	950	12	52	80
Number Scoring 65-100	212	742	893	8	39	67
Number Scoring 85-100	131	185	333	0	6	6
Percentage of Tested Scoring 55-100	69%	86%	98%	48%	65%	91%
Percentage of Tested Scoring 65-100	57%	76%	92%	32%	49%	76%
Percentage of Tested Scoring 85-100	35%	19%	34%	0%	7%	7%
<b>Mathematics B</b>						
Number Tested	0	117	361	0	1	4
Number Scoring 55-100	0	117	347	0	#	#
Number Scoring 65-100	0	112	330	0	#	#
Number Scoring 85-100	0	39	136	0	#	#
Percentage of Tested Scoring 55-100	0%	100%	96%	0%	#	#
Percentage of Tested Scoring 65-100	0%	96%	91%	0%	#	#
Percentage of Tested Scoring 85-100	0%	33%	38%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	818	832	954	27	65	97
Number Scoring 55-100	767	773	889	24	50	74
Number Scoring 65-100	722	740	829	17	44	53
Number Scoring 85-100	245	379	409	1	7	16
Percentage of Tested Scoring 55-100	94%	93%	93%	89%	77%	76%
Percentage of Tested Scoring 65-100	88%	89%	87%	63%	68%	55%
Percentage of Tested Scoring 85-100	30%	46%	43%	4%	11%	16%
<b>U.S. History and Government</b>						
Number Tested	732	778	802	34	46	60
Number Scoring 55-100	705	751	776	33	44	57
Number Scoring 65-100	669	743	755	30	43	52
Number Scoring 85-100	292	482	533	2	20	26
Percentage of Tested Scoring 55-100	96%	97%	97%	97%	96%	95%
Percentage of Tested Scoring 65-100	91%	96%	94%	88%	93%	87%
Percentage of Tested Scoring 85-100	40%	62%	66%	6%	43%	43%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	810	846	922	28	57	82
Number Scoring 55-100	764	788	890	26	48	72
Number Scoring 65-100	745	754	844	19	42	61
Number Scoring 85-100	230	260	283	0	5	8
Percentage of Tested Scoring 55-100	94%	93%	97%	93%	84%	88%
Percentage of Tested Scoring 65-100	92%	89%	92%	68%	74%	74%
Percentage of Tested Scoring 85-100	28%	31%	31%	0%	9%	10%
<b>Physical Setting/Earth Science</b>						
Number Tested	922	993	1045	14	75	94
Number Scoring 55-100	794	837	926	11	45	61
Number Scoring 65-100	724	773	825	8	35	40
Number Scoring 85-100	265	326	285	4	8	5
Percentage of Tested Scoring 55-100	86%	84%	89%	79%	60%	65%
Percentage of Tested Scoring 65-100	79%	78%	79%	57%	47%	43%
Percentage of Tested Scoring 85-100	29%	33%	27%	29%	11%	5%
<b>Physical Setting/Chemistry</b>						
Number Tested	513	382	468	8	8	8
Number Scoring 55-100	497	366	452	7	8	7
Number Scoring 65-100	407	314	368	5	6	7
Number Scoring 85-100	90	61	102	0	0	3
Percentage of Tested Scoring 55-100	97%	96%	97%	88%	100%	88%
Percentage of Tested Scoring 65-100	79%	82%	79%	62%	75%	88%
Percentage of Tested Scoring 85-100	18%	16%	22%	0%	0%	38%
<b>Physical Setting/Physics</b>						
Number Tested			93			0
Number Scoring 55-100			82			0
Number Scoring 65-100			71			0
Number Scoring 85-100			9			0
Percentage of Tested Scoring 55-100			88%			0%
Percentage of Tested Scoring 65-100			76%			0%
Percentage of Tested Scoring 85-100			10%			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
<b>Comprehensive French</b>						
Number Tested	60	67	71	0	3	1
Number Scoring 55-100	60	67	71	0	#	#
Number Scoring 65-100	60	65	70	0	#	#
Number Scoring 85-100	28	42	58	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	97%	99%	0%	#	#
Percentage of Tested Scoring 85-100	47%	63%	82%	0%	#	#
<b>Comprehensive Italian</b>						
Number Tested	76	85	82	0	1	2
Number Scoring 55-100	74	83	82	0	#	#
Number Scoring 65-100	70	81	82	0	#	#
Number Scoring 85-100	28	47	55	0	#	#
Percentage of Tested Scoring 55-100	97%	98%	100%	0%	#	#
Percentage of Tested Scoring 65-100	92%	95%	100%	0%	#	#
Percentage of Tested Scoring 85-100	37%	55%	67%	0%	#	#
<b>Comprehensive German</b>						
Number Tested	19	21	26	0	0	0
Number Scoring 55-100	19	21	26	0	0	0
Number Scoring 65-100	19	21	26	0	0	0
Number Scoring 85-100	14	14	19	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	74%	67%	73%	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	367	351	357	4	7	4
Number Scoring 55-100	365	342	355	#	6	#
Number Scoring 65-100	359	340	354	#	6	#
Number Scoring 85-100	248	256	233	#	3	#
Percentage of Tested Scoring 55-100	99%	97%	99%	#	86%	#
Percentage of Tested Scoring 65-100	98%	97%	99%	#	86%	#
Percentage of Tested Scoring 85-100	68%	73%	65%	#	43%	#
<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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	443	309	26	7	9	0
Number Scoring 55-100	415	246	19	6	4	0
Number Scoring 65-100	396	227	15	6	4	0
Number Scoring 85-100	222	47	0	2	0	0
Percentage of Tested Scoring 55-100	94%	80%	73%	86%	44%	0%
Percentage of Tested Scoring 65-100	89%	73%	58%	86%	44%	0%
Percentage of Tested Scoring 85-100	50%	15%	0%	29%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	198	86%	169	96%
Students with Disabilities	0	0%	29	83%	10	90%

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
<b>Nov 2003</b>	General-Education Students	837	2%	3%	52%	44%
	Students with Disabilities	115	29%	17%	45%	9%
	All Students	952	5%	5%	51%	40%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	822	0%	34%	52%	13%
	Students with Disabilities	110	17%	65%	17%	0%
	All Students	932	2%	38%	48%	12%

(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
<b>Elementary Level</b>						
Social Studies	6	0	0	1	0	5
<b>Middle Level</b>						
Social Studies	2	1	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	2	1	#	#	#	#
Science	2	1	#	#	#	#

## 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	796	796	796	47	47	47	843	843	843
Number Scoring 55–64	28	4	14	2	1	2	30	5	16
Number Scoring 65–84	443	225	448	10	7	13	453	232	461
Number Scoring 85–100	251	469	288	1	6	2	252	475	290
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			54			0
Beginning (0-18)			4			0
Intermediate (19-31)			15			0
Advanced (32-36)			22			0
Proficient (37-39)			13			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			54			0
Beginning (0-14)			11			0
Intermediate (15-24)			18			0
Advanced (25-32)			12			0
Proficient (33-35)			13			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			36			0
Beginning (0-18)			4			0
Intermediate (19-31)			9			0
Advanced (32-36)			9			0
Proficient (37-39)			14			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			36			0
Beginning (0-14)			13			0
Intermediate (15-24)			8			0
Advanced (25-32)			10			0
Proficient (33-35)			5			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			15			0
Beginning (0-18)			2			0
Intermediate (19-31)			0			0
Advanced (32-36)			6			0
Proficient (37-39)			7			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			15			0
Beginning (0-14)			2			0
Intermediate (15-24)			6			0
Advanced (25-32)			6			0
Proficient (33-35)			1			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 - K)

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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			15			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			7			0
Proficient (37-39)			7			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			15			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			11			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			40			1
Beginning (0-18)			3			#
Intermediate (19-31)			9			#
Advanced (32-36)			20			#
Proficient (37-39)			8			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			40			1
Beginning (0-14)			3			#
Intermediate (15-24)			10			#
Advanced (25-32)			23			#
Proficient (33-35)			4			#

\*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)