

New York State District Report Card

Comprehensive Information Report

BEDS Code: 41-19-02-04-0000
 Name: Waterville Central School District
 Superintendent: James Vanwormer

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	14	18
Kindergarten	61	60	55
First	59	64	65
Second	68	61	65
Third	84	77	63
Fourth	86	83	72
Fifth	68	83	82
Sixth	83	71	78
Ungraded Elementary	0	9	16
Seventh	96	87	76
Eighth	89	92	89
Ninth	115	83	92
Tenth	86	109	79
Eleventh	96	79	102
Twelfth	90	91	87
Ungraded Secondary	13	23	19
Total K-12 Enrollment	1094	1072	1040

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	7	0.6%	2	0.2%	0	0.0%
Black (Not Hispanic)	16	1.5%	17	1.6%	16	1.5%
Hispanic	3	0.3%	8	0.7%	2	0.2%
White (Not Hispanic)	1068	97.6%	1045	97.5%	1022	98.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	20	18
Common Branch	21	20	20
English Grade 8	17	23	23
Mathematics Grade 8	19	23	19
Science Grade 8	17	17	23
Social Studies Grade 8	24	25	20
English Grade 10	18	19	16
Mathematics Grade 10	22	22	17
Science Grade 10	19	24	19
Social Studies Grade 10	33	24	37

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.2%	0	0.0%	0	0.0%
Eligible for Free Lunch	241	22.0%	235	21.9%	250	24.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		95.0%		95.4%
Student Suspensions	24	2.2%	37	3.4%	27	2.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.8%	10.2%	8.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	80
Total Other Professional Staff	9
Total Paraprofessionals	20
Teaching Out of Certification*	0

*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	74	51	69%	83	47	57%	80	52	65%
Students with Disabilities	10	1	10%	6	0	0%	3	0	0%
All Students	84	52	62%	89	47	53%	83	52	63%

*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	30	36	4	2	4	7
Percent	36%	43%	5%	2%	5%	8%

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)
3	0	3	6

*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.
General-Education Students	Dropped Out	2		1		4	1.2%
	Entered GED Program*	1		1		3	0.9%
	Total Noncompleters	3		2		7	2.0%
Students with Disabilities	Dropped Out	0		1		0	0.0%
	Entered GED Program*	1		1		0	0.0%
	Total Noncompleters	1		2		0	0.0%
All Students	Dropped Out	2	0.5%	2	0.5%	4	1.1%
	Entered GED Program*	2	0.5%	2	0.5%	3	0.8%
	Total Noncompleters	4	1.0%	4	1.1%	7	1.9%

*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	0	227
	Number of Students with Disabilities	0	0	27
	Number of All Students	0	0	254
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	0	104	52
	Number of Students with Disabilities	0	6	8
	Number of All Students	0	110	60
	Percent of Enrollment	0%	29%	16%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	19		
Completed and Passed Regents Exams	19	100%	77%
Completed and had Course Average of 75% or More	19	100%	81%
Completed and Attained a HS Diploma or Equivalent	19	100%	96%
Completed and Whose Status is Known	19		
Completed and Were Successfully Placed	19	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	33	18%	30%
Underrepresented Gender Members Who Completed			19%

Enrollment data are for the 2003-2004 school year; completion 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	24	88%	30	90%	21	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	2	#	0	0%	0	0%
Spanish	40	98%	65	100%	61	98%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	4	#	1	#	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	6	83%	1	#
Science	3	#	0	0%	0	0%
Reading	1	#	2	#	0	0%
Writing	1	#	2	#	0	0%
Global Studies	1	#	2	#	1	#
U.S. Hist & Gov't	2	#	1	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	2	#	1	#
U.S. Hist & Gov't	3	#	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	97	88	103	9	2	3
Number Scoring 55–100	97	84	102	9	#	#
Number Scoring 65–100	87	83	96	9	#	#
Number Scoring 85–100	43	38	58	0	#	#
Percentage of Tested Scoring 55–100	100%	95%	99%	100%	#	#
Percentage of Tested Scoring 65–100	90%	94%	93%	100%	#	#
Percentage of Tested Scoring 85–100	44%	43%	56%	0%	#	#
Mathematics A						
Number Tested	25	88	94	0	4	4
Number Scoring 55–100	17	82	92	0	#	#
Number Scoring 65–100	13	68	90	0	#	#
Number Scoring 85–100	2	10	34	0	#	#
Percentage of Tested Scoring 55–100	68%	93%	98%	0%	#	#
Percentage of Tested Scoring 65–100	52%	77%	96%	0%	#	#
Percentage of Tested Scoring 85–100	8%	11%	36%	0%	#	#
Mathematics B						
Number Tested	0	11	35	0	0	0
Number Scoring 55–100	0	9	25	0	0	0
Number Scoring 65–100	0	8	22	0	0	0
Number Scoring 85–100	0	1	7	0	0	0
Percentage of Tested Scoring 55–100	0%	82%	71%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	73%	63%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	9%	20%	0%	0%	0%
Global History and Geography						
Number Tested	73	122	65	0	4	4
Number Scoring 55–100	73	109	59	0	#	#
Number Scoring 65–100	68	103	44	0	#	#
Number Scoring 85–100	27	37	15	0	#	#
Percentage of Tested Scoring 55–100	100%	89%	91%	0%	#	#
Percentage of Tested Scoring 65–100	93%	84%	68%	0%	#	#
Percentage of Tested Scoring 85–100	37%	30%	23%	0%	#	#
U.S. History and Government						
Number Tested	92	96	116	7	4	4
Number Scoring 55–100	83	94	107	5	#	#
Number Scoring 65–100	70	80	92	4	#	#
Number Scoring 85–100	27	34	41	0	#	#
Percentage of Tested Scoring 55–100	90%	98%	92%	71%	#	#
Percentage of Tested Scoring 65–100	76%	83%	79%	57%	#	#
Percentage of Tested Scoring 85–100	29%	35%	35%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	86	103	69	1	3	5
Number Scoring 55–100	85	100	69	#	#	5
Number Scoring 65–100	83	96	66	#	#	5
Number Scoring 85–100	26	30	23	#	#	0
Percentage of Tested Scoring 55–100	99%	97%	100%	#	#	100%
Percentage of Tested Scoring 65–100	97%	93%	96%	#	#	100%
Percentage of Tested Scoring 85–100	30%	29%	33%	#	#	0%
Physical Setting/Earth Science						
Number Tested	104	82	81	4	7	0
Number Scoring 55–100	99	77	77	#	7	0
Number Scoring 65–100	81	66	69	#	6	0
Number Scoring 85–100	31	36	19	#	1	0
Percentage of Tested Scoring 55–100	95%	94%	95%	#	100%	0%
Percentage of Tested Scoring 65–100	78%	80%	85%	#	86%	0%
Percentage of Tested Scoring 85–100	30%	44%	23%	#	14%	0%
Physical Setting/Chemistry						
Number Tested	22	44	45	0	0	0
Number Scoring 55–100	22	44	44	0	0	0
Number Scoring 65–100	18	38	37	0	0	0
Number Scoring 85–100	3	14	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	82%	86%	82%	0%	0%	0%
Percentage of Tested Scoring 85–100	14%	32%	13%	0%	0%	0%
Physical Setting/Physics						
Number Tested			18			0
Number Scoring 55–100			18			0
Number Scoring 65–100			18			0
Number Scoring 85–100			11			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			61%			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
Comprehensive French						
Number Tested	12	10	14	0	0	0
Number Scoring 55–100	11	10	14	0	0	0
Number Scoring 65–100	10	10	14	0	0	0
Number Scoring 85–100	2	6	12	0	0	0
Percentage of Tested Scoring 55–100	92%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	17%	60%	86%	0%	0%	0%
Comprehensive Italian						
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 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	40	37	49	0	1	3
Number Scoring 55–100	40	37	49	0	#	#
Number Scoring 65–100	39	37	49	0	#	#
Number Scoring 85–100	24	21	27	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	97%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	60%	57%	55%	0%	#	#
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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	58	45	1	2	0	0
Number Scoring 55–100	52	42	#	#	0	0
Number Scoring 65–100	50	40	#	#	0	0
Number Scoring 85–100	23	21	#	#	0	0
Percentage of Tested Scoring 55–100	90%	93%	#	#	0%	0%
Percentage of Tested Scoring 65–100	86%	89%	#	#	0%	0%
Percentage of Tested Scoring 85–100	40%	47%	#	#	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	100%	18	89%	0	0%
Students with Disabilities	4	#	1	#	0	0%

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
Nov 2003	General-Education Students	78	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	81	11%	12%	56%	21%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	74	0%	46%	47%	7%
	Students with Disabilities	12	0%	92%	8%	0%
	All Students	86	0%	52%	42%	6%

(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
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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

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	77	77	77	4	4	4	81	81	81
Number Scoring 55–64	#	#	#	#	#	#	6	7	3
Number Scoring 65–84	#	#	#	#	#	#	43	41	44
Number Scoring 85–100	#	#	#	#	#	#	26	29	32
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)