

New York State District Report Card Comprehensive Information Report

BEDS Code: 57-30-02-04-0000
 Name: Wayland-Cohocton Central School District
 Superintendent: Robert Cownie

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	64	64	60
Kindergarten	124	105	115
First	110	107	106
Second	127	111	106
Third	125	131	111
Fourth	133	129	136
Fifth	161	140	137
Sixth	151	159	135
Ungraded Elementary	0	0	0
Seventh	141	146	176
Eighth	154	139	151
Ninth	169	156	148
Tenth	168	157	151
Eleventh	169	150	154
Twelfth	150	156	141
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1882	1786	1767

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	13	0.7%	15	0.8%	15	0.8%
Black (Not Hispanic)	29	1.5%	27	1.5%	27	1.5%
Hispanic	10	0.5%	11	0.6%	8	0.5%
White (Not Hispanic)	1830	97.2%	1733	97.0%	1717	97.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	19	19
Common Branch	18	18	18
English Grade 8	20	18	19
Mathematics Grade 8	16	18	19
Science Grade 8	20	18	20
Social Studies Grade 8	22	19	20
English Grade 10	18	19	19
Mathematics Grade 10	18	18	17
Science Grade 10	13	16	19
Social Studies Grade 10	18	12	23

(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	0	0.0%	0	0.0%	2	0.1%
Eligible for Free Lunch	359	19.1%	366	20.5%	442	25.0%

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		95.7%		95.8%		95.9%
Student Suspensions	132	6.8%	107	5.7%	74	4.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.0%	8.1%	8.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	157
Total Other Professional Staff	24
Total Paraprofessionals	67
Teaching Out of Certification*	12

*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	128	90	70%	130	96	74%	126	78	62%
Students with Disabilities	13	1	8%	16	4	25%	1	0	0%
All Students	141	91	65%	146	100	68%	127	78	61%

*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	38	56	1	7	15	10
Percent	30%	44%	1%	6%	12%	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)
1	0	7	8

*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	12		9		12	2.3%
	Entered GED Program*	5		2		1	0.2%
	Total Noncompleters	17		11		13	2.5%
Students with Disabilities	Dropped Out	5		2		7	7.1%
	Entered GED Program*	0		2		0	0.0%
	Total Noncompleters	5		4		7	7.1%
All Students	Dropped Out	17	2.6%	11	1.8%	19	3.1%
	Entered GED Program*	5	0.8%	4	0.6%	1	0.2%
	Total Noncompleters	22	3.4%	15	2.4%	20	3.3%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	43	98%	39	95%	55	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	65	89%	42	100%	56	100%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	1	#	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	0	0%	2	#

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	29	93%	12	83%
Science	0	0%	14	71%	6	100%
Reading	3	#	13	62%	11	82%
Writing	5	40%	15	87%	9	89%
Global Studies	7	57%	10	20%	9	44%
U.S. Hist & Gov't	6	17%	7	43%	3	#

(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	147	147	157	18	20	17
Number Scoring 55-100	136	124	145	12	7	11
Number Scoring 65-100	115	109	119	6	5	2
Number Scoring 85-100	48	28	45	1	0	0
Percentage of Tested Scoring 55-100	93%	84%	92%	67%	35%	65%
Percentage of Tested Scoring 65-100	78%	74%	76%	33%	25%	12%
Percentage of Tested Scoring 85-100	33%	19%	29%	6%	0%	0%
Mathematics A						
Number Tested	39	147	165	18	20	23
Number Scoring 55-100	21	126	157	5	13	20
Number Scoring 65-100	13	107	145	3	5	15
Number Scoring 85-100	0	24	34	0	0	1
Percentage of Tested Scoring 55-100	54%	86%	95%	28%	65%	87%
Percentage of Tested Scoring 65-100	33%	73%	88%	17%	25%	65%
Percentage of Tested Scoring 85-100	0%	16%	21%	0%	0%	4%
Mathematics B						
Number Tested	0	0	48	0	0	0
Number Scoring 55-100	0	0	48	0	0	0
Number Scoring 65-100	0	0	44	0	0	0
Number Scoring 85-100	0	0	20	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	42%	0%	0%	0%
Global History and Geography						
Number Tested	150	150	168	25	17	30
Number Scoring 55-100	144	135	157	24	11	24
Number Scoring 65-100	131	118	136	16	9	13
Number Scoring 85-100	29	42	63	0	0	1
Percentage of Tested Scoring 55-100	96%	90%	93%	96%	65%	80%
Percentage of Tested Scoring 65-100	87%	79%	81%	64%	53%	43%
Percentage of Tested Scoring 85-100	19%	28%	38%	0%	0%	3%
U.S. History and Government						
Number Tested	145	164	155	17	26	12
Number Scoring 55-100	132	157	140	9	22	9
Number Scoring 65-100	109	150	136	4	20	7
Number Scoring 85-100	36	55	67	0	1	0
Percentage of Tested Scoring 55-100	91%	96%	90%	53%	85%	75%
Percentage of Tested Scoring 65-100	75%	91%	88%	24%	77%	58%
Percentage of Tested Scoring 85-100	25%	34%	43%	0%	4%	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	127	108	113	11	9	11
Number Scoring 55-100	127	106	111	11	7	10
Number Scoring 65-100	126	106	109	10	7	9
Number Scoring 85-100	63	59	63	1	1	0
Percentage of Tested Scoring 55-100	100%	98%	98%	100%	78%	91%
Percentage of Tested Scoring 65-100	99%	98%	96%	91%	78%	82%
Percentage of Tested Scoring 85-100	50%	55%	56%	9%	11%	0%
Physical Setting/Earth Science						
Number Tested	129	118	143	18	17	31
Number Scoring 55-100	126	115	133	17	14	25
Number Scoring 65-100	122	111	120	15	12	20
Number Scoring 85-100	62	58	35	2	1	3
Percentage of Tested Scoring 55-100	98%	97%	93%	94%	82%	81%
Percentage of Tested Scoring 65-100	95%	94%	84%	83%	71%	65%
Percentage of Tested Scoring 85-100	48%	49%	24%	11%	6%	10%
Physical Setting/Chemistry						
Number Tested	91	106	81	3	1	2
Number Scoring 55-100	87	104	78	#	#	#
Number Scoring 65-100	60	82	62	#	#	#
Number Scoring 85-100	2	12	5	#	#	#
Percentage of Tested Scoring 55-100	96%	98%	96%	#	#	#
Percentage of Tested Scoring 65-100	66%	77%	77%	#	#	#
Percentage of Tested Scoring 85-100	2%	11%	6%	#	#	#
Physical Setting/Physics						
Number Tested			18			0
Number Scoring 55-100			18			0
Number Scoring 65-100			17			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			94%			0%
Percentage of Tested Scoring 85-100			6%			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	35	32	28	1	0	1
Number Scoring 55-100	33	31	28	#	0	#
Number Scoring 65-100	29	28	28	#	0	#
Number Scoring 85-100	9	12	22	#	0	#
Percentage of Tested Scoring 55-100	94%	97%	100%	#	0%	#
Percentage of Tested Scoring 65-100	83%	88%	100%	#	0%	#
Percentage of Tested Scoring 85-100	26%	38%	79%	#	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	42	49	46	0	1	0
Number Scoring 55-100	40	49	46	0	#	0
Number Scoring 65-100	40	47	43	0	#	0
Number Scoring 85-100	18	19	14	0	#	0
Percentage of Tested Scoring 55-100	95%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	95%	96%	93%	0%	#	0%
Percentage of Tested Scoring 85-100	43%	39%	30%	0%	#	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	67	72	0	1	3	0
Number Scoring 55-100	65	71	0	#	#	0
Number Scoring 65-100	62	68	0	#	#	0
Number Scoring 85-100	46	46	0	#	#	0
Percentage of Tested Scoring 55-100	97%	99%	0%	#	#	0%
Percentage of Tested Scoring 65-100	93%	94%	0%	#	#	0%
Percentage of Tested Scoring 85-100	69%	64%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	50	96%	40	98%	28	96%
Students with Disabilities	16	81%	11	64%	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	115	4%	5%	54%	37%
	Students with Disabilities	19	37%	16%	42%	5%
	All Students	134	9%	7%	52%	32%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	120	1%	33%	52%	14%
	Students with Disabilities	30	17%	63%	20%	0%
	All Students	150	4%	39%	45%	11%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	2	0	#	#	#	#
Secondary Level						
English Language Arts	0	2	0	0	0	0
Social Studies	0	2	0	0	0	0
Mathematics	0	2	0	0	0	0
Science	0	2	0	0	0	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	131	131	131	13	13	13	144	144	144
Number Scoring 55–64	6	2	4	3	1	1	9	3	5
Number Scoring 65–84	90	73	64	2	2	2	92	75	66
Number Scoring 85–100	26	44	56	0	0	2	26	44	58
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
Listening and Speaking (Grade K-1)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)