

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 57-30-02-04-0001  
 Name: Wayland-Cohocton High School  
 Principal: William Whyte

Grade Range : 9-12

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	169	156	148
Tenth	168	157	151
Eleventh	169	150	154
Twelfth	150	156	141
Ungraded Secondary	0	0	0
Total K-12 Enrollment	656	619	594

### 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	8	1.2%	7	1.1%	5	0.8%
Black (Not Hispanic)	4	0.6%	5	0.8%	4	0.7%
Hispanic	1	0.2%	2	0.3%	1	0.2%
White (Not Hispanic)	643	98.0%	605	97.7%	584	98.3%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	19	0	20
Science Grade 8	20	0	21
Social Studies Grade 8	0	0	0
English Grade 10	17	19	17
Mathematics Grade 10	21	20	17
Science Grade 10	14	17	21
Social Studies Grade 10	18	12	23

(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>
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	93	14.2%	88	14.2%	119	20.0%

**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>		94.6%		95.1%		95.2%
<b>Student Suspensions</b>	90	13.5%	76	11.6%	45	7.3%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.7%	6.3%	6.7%
<b>Public Assistance</b>	11-20%	21-30%	21-30%
<b>Student Stability</b>	97%	102%	100%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	40
Total Other Professional Staff	6
Total Paraprofessionals	NA
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	128	90	70%	130	96	74%	126	78	62%
Students with Disabilities	11	1	9%	16	4	25%	1	0	0%
All Students	139	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	6	7

\*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	12		7		12	2.4%
	Entered GED Program*	5		2		1	0.2%
	Total Noncompleters	17		9		13	2.5%
<b>Students with Disabilities</b>	Dropped Out	5		1		4	4.8%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	5		2		4	4.8%
<b>All Students</b>	Dropped Out	17	2.6%	8	1.3%	16	2.7%
	Entered GED Program*	5	0.8%	3	0.5%	1	0.2%
	Total Noncompleters	22	3.4%	11	1.8%	17	2.9%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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%	3	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

# 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%	0	0%	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
<b>Comprehensive English</b>						
Number Tested	147	146	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%	85%	92%	67%	35%	65%
Percentage of Tested Scoring 65-100	78%	75%	76%	33%	25%	12%
Percentage of Tested Scoring 85-100	33%	19%	29%	6%	0%	0%
<b>Mathematics A</b>						
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%
<b>Mathematics B</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%
<b>Global History and Geography</b>						
Number Tested	150	150	166	25	17	28
Number Scoring 55-100	144	135	155	24	11	22
Number Scoring 65-100	131	118	135	16	9	12
Number Scoring 85-100	29	42	63	0	0	1
Percentage of Tested Scoring 55-100	96%	90%	93%	96%	65%	79%
Percentage of Tested Scoring 65-100	87%	79%	81%	64%	53%	43%
Percentage of Tested Scoring 85-100	19%	28%	38%	0%	0%	4%
<b>U.S. History and Government</b>						
Number Tested	145	164	135	17	26	12
Number Scoring 55-100	132	157	120	9	22	9
Number Scoring 65-100	109	150	116	4	20	7
Number Scoring 85-100	36	55	52	0	1	0
Percentage of Tested Scoring 55-100	91%	96%	89%	53%	85%	75%
Percentage of Tested Scoring 65-100	75%	91%	86%	24%	77%	58%
Percentage of Tested Scoring 85-100	25%	34%	39%	0%	4%	0%

(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	127	107	112	11	8	10
Number Scoring 55–100	127	105	110	11	6	9
Number Scoring 65–100	126	105	109	10	6	9
Number Scoring 85–100	63	59	63	1	1	0
Percentage of Tested Scoring 55–100	100%	98%	98%	100%	75%	90%
Percentage of Tested Scoring 65–100	99%	98%	97%	91%	75%	90%
Percentage of Tested Scoring 85–100	50%	55%	56%	9%	12%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	97	98	122	18	17	30
Number Scoring 55–100	94	95	113	17	14	25
Number Scoring 65–100	90	91	100	15	12	20
Number Scoring 85–100	32	42	20	2	1	3
Percentage of Tested Scoring 55–100	97%	97%	93%	94%	82%	83%
Percentage of Tested Scoring 65–100	93%	93%	82%	83%	71%	67%
Percentage of Tested Scoring 85–100	33%	43%	16%	11%	6%	10%
<b>Physical Setting/Chemistry</b>						
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%	#	#	#
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%	#
<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	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%
<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	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	15	80%	10	70%	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
<b>Nov 2003</b>	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
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – I)



# New York State Alternate Assessments (NYSAA)

## 2003–04

	Count of Students					
Test	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	1	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

## 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	130	130	130	10	10	10	140	140	140
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)