

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 65-08-01-06-0000  
 Name: Wayne Central School District  
 Superintendent: Michael Havens

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	193	172	185
First	190	205	178
Second	202	196	214
Third	206	193	194
Fourth	211	211	199
Fifth	231	209	213
Sixth	249	233	211
Ungraded Elementary	24	21	21
Seventh	228	256	239
Eighth	232	235	255
Ninth	242	259	233
Tenth	205	194	220
Eleventh	220	205	202
Twelfth	184	213	202
Ungraded Secondary	8	7	8
Total K-12 Enrollment	2825	2809	2774

### 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	29	1.0%	14	0.5%	18	0.6%
Black (Not Hispanic)	39	1.4%	51	1.8%	50	1.8%
Hispanic	23	0.8%	26	0.9%	31	1.1%
White (Not Hispanic)	2734	96.8%	2718	96.8%	2675	96.4%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	16	15
Common Branch	19	18	19
English Grade 8	22	22	25
Mathematics Grade 8	22	22	25
Science Grade 8	20	23	20
Social Studies Grade 8	22	22	25
English Grade 10	22	21	22
Mathematics Grade 10	21	24	23
Science Grade 10	25	23	18
Social Studies Grade 10	23	21	21

(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>	1	0.0%	1	0.0%	4	0.1%
<b>Eligible for Free Lunch</b>	293	11.0%	225	8.5%	299	11.4%

**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>		95.2%		95.3%		96.0%
<b>Student Suspensions</b>	151	5.3%	122	4.3%	141	5.0%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	6.8%	5.6%	5.9%
<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	232
Total Other Professional Staff	36
Total Paraprofessionals	80
Teaching Out of Certification*	3

\*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	154	115	75%	168	132	79%	171	127	74%
Students with Disabilities	9	1	11%	19	4	21%	16	6	38%
All Students	163	116	71%	187	136	73%	187	133	71%

\*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	53	96	2	10	24	2
Percent	28%	51%	1%	5%	13%	1%

## 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)
16	6	5	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.
General-Education Students	Dropped Out	11		6		17	2.2%
	Entered GED Program*	2		2		8	1.0%
	Total Noncompleters	13		8		25	3.3%
Students with Disabilities	Dropped Out	2		3		5	3.8%
	Entered GED Program*	0		0		1	0.8%
	Total Noncompleters	2		3		6	4.5%
All Students	Dropped Out	13	1.5%	9	1.0%	22	2.5%
	Entered GED Program*	2	0.2%	2	0.2%	9	1.0%
	Total Noncompleters	15	1.7%	11	1.3%	31	3.5%

\*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	0
	Number of Students with Disabilities	0	30	32
	Number of All Students	0	30	32
	Percent of Enrollment	0%	4%	5%
9-12	Number of General-Education Students	26	32	35
	Number of Students with Disabilities	8	5	9
	Number of All Students	34	37	44
	Percent of Enrollment	4%	4%	5%

## Career and Technical Education (CTE) Programs

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

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	0	0%	33	97%	27	100%
German	22	95%	19	100%	19	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	115	100%	145	99%	12	83%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	3	#
German	0	0%	1	#	5	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	11	91%	32	91%	3	#

# 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%	11	100%	2	#
Science	0	0%	3	#	3	#
Reading	0	0%	0	0%	7	71%
Writing	0	0%	0	0%	6	100%
Global Studies	0	0%	2	#	9	56%
U.S. Hist & Gov't	0	0%	2	#	4	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	91%	23	96%	0	0%
Science	20	70%	6	100%	3	#
Reading	1	#	3	#	6	83%
Writing	0	0%	4	#	6	100%
Global Studies	11	27%	8	100%	15	53%
U.S. Hist & Gov't	6	100%	4	#	8	88%

(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	193	206	223	21	36	26
Number Scoring 55–100	174	186	213	12	25	24
Number Scoring 65–100	157	152	199	8	17	17
Number Scoring 85–100	80	52	87	1	2	1
Percentage of Tested Scoring 55–100	90%	90%	96%	57%	69%	92%
Percentage of Tested Scoring 65–100	81%	74%	89%	38%	47%	65%
Percentage of Tested Scoring 85–100	41%	25%	39%	5%	6%	4%
<b>Mathematics A</b>						
Number Tested	45	243	266	17	41	33
Number Scoring 55–100	12	190	258	5	23	30
Number Scoring 65–100	5	161	237	3	12	25
Number Scoring 85–100	0	16	65	0	1	2
Percentage of Tested Scoring 55–100	27%	78%	97%	29%	56%	91%
Percentage of Tested Scoring 65–100	11%	66%	89%	18%	29%	76%
Percentage of Tested Scoring 85–100	0%	7%	24%	0%	2%	6%
<b>Mathematics B</b>						
Number Tested	0	141	106	0	6	6
Number Scoring 55–100	0	125	86	0	5	5
Number Scoring 65–100	0	122	68	0	5	3
Number Scoring 85–100	0	57	10	0	2	1
Percentage of Tested Scoring 55–100	0%	89%	81%	0%	83%	83%
Percentage of Tested Scoring 65–100	0%	87%	64%	0%	83%	50%
Percentage of Tested Scoring 85–100	0%	40%	9%	0%	33%	17%
<b>Global History and Geography</b>						
Number Tested	207	216	229	41	31	24
Number Scoring 55–100	191	199	205	32	27	15
Number Scoring 65–100	172	178	182	25	21	8
Number Scoring 85–100	44	62	65	3	3	1
Percentage of Tested Scoring 55–100	92%	92%	90%	78%	87%	62%
Percentage of Tested Scoring 65–100	83%	82%	79%	61%	68%	33%
Percentage of Tested Scoring 85–100	21%	29%	28%	7%	10%	4%
<b>U.S. History and Government</b>						
Number Tested	187	209	197	15	31	20
Number Scoring 55–100	172	203	184	12	28	15
Number Scoring 65–100	147	192	167	9	24	12
Number Scoring 85–100	35	68	76	0	7	0
Percentage of Tested Scoring 55–100	92%	97%	93%	80%	90%	75%
Percentage of Tested Scoring 65–100	79%	92%	85%	60%	77%	60%
Percentage of Tested Scoring 85–100	19%	33%	39%	0%	23%	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	196	214	223	31	36	19
Number Scoring 55–100	187	197	215	30	30	18
Number Scoring 65–100	182	179	205	26	25	13
Number Scoring 85–100	37	45	65	2	3	0
Percentage of Tested Scoring 55–100	95%	92%	96%	97%	83%	95%
Percentage of Tested Scoring 65–100	93%	84%	92%	84%	69%	68%
Percentage of Tested Scoring 85–100	19%	21%	29%	6%	8%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	263	247	232	56	35	35
Number Scoring 55–100	226	215	206	40	26	26
Number Scoring 65–100	200	200	176	28	23	13
Number Scoring 85–100	64	64	56	6	3	0
Percentage of Tested Scoring 55–100	86%	87%	89%	71%	74%	74%
Percentage of Tested Scoring 65–100	76%	81%	76%	50%	66%	37%
Percentage of Tested Scoring 85–100	24%	26%	24%	11%	9%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	128	123	142	3	6	5
Number Scoring 55–100	117	105	136	#	3	5
Number Scoring 65–100	97	82	116	#	2	4
Number Scoring 85–100	8	8	20	#	0	1
Percentage of Tested Scoring 55–100	91%	85%	96%	#	50%	100%
Percentage of Tested Scoring 65–100	76%	67%	82%	#	33%	80%
Percentage of Tested Scoring 85–100	6%	7%	14%	#	0%	20%
<b>Physical Setting/Physics</b>						
Number Tested			43			0
Number Scoring 55–100			43			0
Number Scoring 65–100			41			0
Number Scoring 85–100			14			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			95%			0%
Percentage of Tested Scoring 85–100			33%			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	59	30	25	4	2	1
Number Scoring 55–100	57	29	24	#	#	#
Number Scoring 65–100	55	28	24	#	#	#
Number Scoring 85–100	38	17	14	#	#	#
Percentage of Tested Scoring 55–100	97%	97%	96%	#	#	#
Percentage of Tested Scoring 65–100	93%	93%	96%	#	#	#
Percentage of Tested Scoring 85–100	64%	57%	56%	#	#	#
<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	12	17	18	1	2	0
Number Scoring 55–100	12	17	18	#	#	0
Number Scoring 65–100	11	17	18	#	#	0
Number Scoring 85–100	8	7	14	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	92%	100%	100%	#	#	0%
Percentage of Tested Scoring 85–100	67%	41%	78%	#	#	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	97	109	275	5	7	27
Number Scoring 55–100	94	103	271	4	6	26
Number Scoring 65–100	92	99	262	3	4	22
Number Scoring 85–100	45	56	143	0	1	6
Percentage of Tested Scoring 55–100	97%	94%	99%	80%	86%	96%
Percentage of Tested Scoring 65–100	95%	91%	95%	60%	57%	81%
Percentage of Tested Scoring 85–100	46%	51%	52%	0%	14%	22%
<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	124	10	3	4	0	0
Number Scoring 55–100	118	8	#	#	0	0
Number Scoring 65–100	110	3	#	#	0	0
Number Scoring 85–100	73	0	#	#	0	0
Percentage of Tested Scoring 55–100	95%	80%	#	#	0%	0%
Percentage of Tested Scoring 65–100	89%	30%	#	#	0%	0%
Percentage of Tested Scoring 85–100	59%	0%	#	#	0%	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	18	100%	12	100%	35	100%
Students with Disabilities	7	86%	11	91%	5	60%

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	188	4%	5%	68%	23%
	Students with Disabilities	28	14%	21%	64%	0%
	All Students	216	5%	7%	68%	20%

## 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	214	1%	31%	50%	17%
	Students with Disabilities	42	12%	55%	33%	0%
	All Students	256	3%	35%	48%	14%

(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	2	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	2	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	174	174	174	19	19	19	193	193	193
Number Scoring 55–64	12	2	6	5	2	3	17	4	9
Number Scoring 65–84	107	99	104	10	8	11	117	107	115
Number Scoring 85–100	43	60	59	0	3	1	43	63	60
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			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
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)

**New York State English as a Second Language Achievement Tests (NYSESLAT)\***

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			2			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 - L)