

New York State School Report Card Comprehensive Information Report

BEDS Code: 60-01-01-06-0006
 Name: Waverly High School
 Principal: Kim Hollister

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	133	170	172
Tenth	154	137	141
Eleventh	98	143	126
Twelfth	115	107	126
Ungraded Secondary	27	0	0
Total K-12 Enrollment	527	557	565

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1	0.2%	4	0.7%	4	0.7%
Black (Not Hispanic)	1	0.2%	0	0.0%	1	0.2%
Hispanic	1	0.2%	1	0.2%	1	0.2%
White (Not Hispanic)	524	99.4%	552	99.1%	559	98.9%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	21	17	22
Mathematics Grade 10	24	20	24
Science Grade 10	20	22	18
Social Studies Grade 10	23	24	26

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	77	14.6%	118	21.2%	91	16.1%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.6%		93.6%		92.8%
Student Suspensions	63	7.5%	92	17.5%	79	14.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	5.9%	9.2%	5.1%
Public Assistance	21-30%	21-30%	31-40%
Student Stability	99%	98%	97%

Staff Counts

Staff	2004-05
Total Teachers	38
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	108	90	110
	Regents Diplomas	78	52	86
	% Regents Diplomas	72%	58%	78%
	Regents Diplomas with Advanced Designation**			40
	% Regents Diplomas with Advanced Designation			36%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	5	6	4
	Regents Diplomas	1	1	2
	% Regents Diplomas	20%	17%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	10	5	11
All Students	Total Graduates*	113	96	114
	Regents Diplomas	79	53	88
	% Regents Diplomas	70%	55%	77%
	Regents Diplomas with Advanced Designation**			40
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates	10	5	11

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	33	40	0	5	31	0	0	1
	Percent	30%	36%	0%	5%	28%	0%	0%	1%
Students with Disabilities	Number	0	4	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	33	44	0	5	31	0	0	1
	Percent	29%	39%	0%	4%	27%	0%	0%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	23		33	6.6%	28	5.5%
	Entered GED Program*	0		0	0.0%	6	1.2%
	Total Noncompleters	23		33	6.6%	34	6.6%
Students with Disabilities	Dropped Out	8		2	3.4%	3	5.0%
	Entered GED Program*	0		0	0.0%	3	5.0%
	Total Noncompleters	8		2	3.4%	6	10.0%
All Students	Dropped Out	31	5.9%	35	6.3%	31	5.4%
	Entered GED Program*	0	0.0%	0	0.0%	9	1.6%
	Total Noncompleters	31	5.9%	35	6.3%	40	7.0%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	431	151	156
	Number of Students with Disabilities	69	19	14
	Number of All Students	500	170	170
	Percent of Enrollment	95%	31%	30%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	122	93%	136	64%	127	91%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2	#	8	63%	4	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	2	#
Science	1	#	0	0%	5	60%
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	43%	7	86%	2	#
Science	6	67%	5	20%	5	20%
Reading	7	100%	2	#	11	55%
Writing	3	#	4	#	9	78%
Global Studies	6	100%	3	#	5	0%
U.S. Hist & Gov't	2	#	0	0%	5	40%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	108	128	120	7	3	12
Number Scoring 55-100	102	126	111	7	#	4
Number Scoring 65-100	94	108	99	4	#	4
Number Scoring 85-100	32	46	34	0	#	0
Percentage of Tested Scoring 55-100	94%	98%	93%	100%	#	33%
Percentage of Tested Scoring 65-100	87%	84%	82%	57%	#	33%
Percentage of Tested Scoring 85-100	30%	36%	28%	0%	#	0%
Mathematics A						
Number Tested	135	130	162	5	6	11
Number Scoring 55-100	100	127	160	4	6	11
Number Scoring 65-100	86	115	138	4	5	8
Number Scoring 85-100	13	22	34	0	0	0
Percentage of Tested Scoring 55-100	74%	98%	99%	80%	100%	100%
Percentage of Tested Scoring 65-100	64%	88%	85%	80%	83%	73%
Percentage of Tested Scoring 85-100	10%	17%	21%	0%	0%	0%
Mathematics B						
Number Tested	0	46	38	0	0	0
Number Scoring 55-100	0	42	30	0	0	0
Number Scoring 65-100	0	31	27	0	0	0
Number Scoring 85-100	0	11	4	0	0	0
Percentage of Tested Scoring 55-100	0%	91%	79%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	67%	71%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	24%	11%	0%	0%	0%
Global History and Geography						
Number Tested	181	169	151	7	9	8
Number Scoring 55-100	144	134	110	2	3	2
Number Scoring 65-100	109	107	79	0	3	0
Number Scoring 85-100	32	38	24	0	0	0
Percentage of Tested Scoring 55-100	80%	79%	73%	29%	33%	25%
Percentage of Tested Scoring 65-100	60%	63%	52%	0%	33%	0%
Percentage of Tested Scoring 85-100	18%	22%	16%	0%	0%	0%
U.S. History and Government						
Number Tested	118	124	124	9	2	7
Number Scoring 55-100	106	111	103	8	#	3
Number Scoring 65-100	98	99	87	8	#	2
Number Scoring 85-100	38	47	41	1	#	2
Percentage of Tested Scoring 55-100	90%	90%	83%	89%	#	43%
Percentage of Tested Scoring 65-100	83%	80%	70%	89%	#	29%
Percentage of Tested Scoring 85-100	32%	38%	33%	11%	#	29%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	197	197	94	6	8	3
Number Scoring 55-100	166	149	91	5	7	#
Number Scoring 65-100	146	136	78	4	6	#
Number Scoring 85-100	22	13	27	0	0	#
Percentage of Tested Scoring 55-100	84%	76%	97%	83%	88%	#
Percentage of Tested Scoring 65-100	74%	69%	83%	67%	75%	#
Percentage of Tested Scoring 85-100	11%	7%	29%	0%	0%	#
Physical Setting/Earth Science						
Number Tested	19	0	0	0	0	0
Number Scoring 55-100	12	0	0	0	0	0
Number Scoring 65-100	7	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	63%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	37%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	63	93	99	0	1	1
Number Scoring 55-100	57	83	88	0	#	#
Number Scoring 65-100	45	61	55	0	#	#
Number Scoring 85-100	6	16	6	0	#	#
Percentage of Tested Scoring 55-100	90%	89%	89%	0%	#	#
Percentage of Tested Scoring 65-100	71%	66%	56%	0%	#	#
Percentage of Tested Scoring 85-100	10%	17%	6%	0%	#	#
Physical Setting/Physics						
Number Tested		18	51		0	1
Number Scoring 55-100		17	41		0	#
Number Scoring 65-100		17	32		0	#
Number Scoring 85-100		2	11		0	#
Percentage of Tested Scoring 55-100		94%	80%		0%	#
Percentage of Tested Scoring 65-100		94%	63%		0%	#
Percentage of Tested Scoring 85-100		11%	22%		0%	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
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 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	80	89	75	0	2	3
Number Scoring 55-100	79	86	75	0	#	#
Number Scoring 65-100	76	82	72	0	#	#
Number Scoring 85-100	28	36	40	0	#	#
Percentage of Tested Scoring 55-100	99%	97%	100%	0%	#	#
Percentage of Tested Scoring 65-100	95%	92%	96%	0%	#	#
Percentage of Tested Scoring 85-100	35%	40%	53%	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)

New York State Alternate Assessments (NYSAA) 2004–05

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	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

2001 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	116	116	116	14	14	14	130	130	130
Number Scoring 55–64	16	12	5	0	1	1	16	13	6
Number Scoring 65–84	65	50	73	0	1	2	65	51	75
Number Scoring 85–100	27	44	30	0	0	0	27	44	30
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)