

# 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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	172	185	172
First	205	178	178
Second	196	214	183
Third	193	194	207
Fourth	211	199	194
Fifth	209	213	212
Sixth	233	211	221
Ungraded Elementary	21	21	8
Seventh	256	239	211
Eighth	235	255	241
Ninth	259	233	268
Tenth	194	220	215
Eleventh	205	202	197
Twelfth	213	202	203
Ungraded Secondary	7	8	21
Total K-12 Enrollment	2809	2774	2731

### 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	14	0.5%	18	0.6%	21	0.8%
Black (Not Hispanic)	51	1.8%	50	1.8%	55	2.0%
Hispanic	26	0.9%	31	1.1%	31	1.1%
White (Not Hispanic)	2718	96.8%	2675	96.4%	2624	96.1%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	15	14
Common Branch	18	19	18
English Grade 8	22	25	23
Mathematics Grade 8	22	25	23
Science Grade 8	23	20	21
Social Studies Grade 8	22	25	24
English Grade 10	21	22	21
Mathematics Grade 10	24	23	18
Science Grade 10	23	18	21
Social Studies Grade 10	21	21	24

(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>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.0%	4	0.1%	2	0.1%
<b>Eligible for Free Lunch</b>	225	8.5%	299	11.4%	315	11.5%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</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>		95.3%		96.0%		96.0%
<b>Student Suspensions</b>	122	4.3%	141	5.0%	131	4.7%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	5.6%	5.9%	7.0%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	247
Total Other Professional Staff	40
Total Paraprofessionals	84
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	168	171	175
	Regents Diplomas	132	127	153
	% Regents Diplomas	79%	74%	87%
	Regents Diplomas with Advanced Designation**			86
	% Regents Diplomas with Advanced Designation			49%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	19	16	20
	Regents Diplomas	4	6	10
	% Regents Diplomas	21%	38%	50%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			10%
	IEP Diplomas or Local Certificates	8	5	9
All Students	Total Graduates*	187	187	195
	Regents Diplomas	136	133	163
	% Regents Diplomas	73%	71%	84%
	Regents Diplomas with Advanced Designation**			88
	% Regents Diplomas with Advanced Designation			45%
	IEP Diplomas or Local Certificates	8	5	9

\* 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	77	81	1	7	9	0	0	0
	Percent	44%	46%	1%	4%	5%	0%	0%	0%
Students with Disabilities	Number	3	15	1	0	1	0	0	0
	Percent	15%	75%	5%	0%	5%	0%	0%	0%
All Students	Number	80	96	2	7	10	0	0	0
	Percent	41%	49%	1%	4%	5%	0%	0%	0%

## 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	6		17	2.2%	7	0.9%
	Entered GED Program*	2		8	1.0%	0	0.0%
	Total Noncompleters	8		25	3.3%	7	0.9%
Students with Disabilities	Dropped Out	3		5	3.8%	2	1.4%
	Entered GED Program*	0		1	0.8%	1	0.7%
	Total Noncompleters	3		6	4.5%	3	2.2%
All Students	Dropped Out	9	1.0%	22	2.5%	9	1.0%
	Entered GED Program*	2	0.2%	9	1.0%	1	0.1%
	Total Noncompleters	11	1.3%	31	3.5%	10	1.1%

\*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	30	32	30
	Number of All Students	30	32	30
	Percent of Enrollment	4%	5%	4%
9-12	Number of General-Education Students	32	35	40
	Number of Students with Disabilities	5	9	12
	Number of All Students	37	44	52
	Percent of Enrollment	4%	5%	6%

## 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 2004-2005 school year; completion data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	33	97%	27	100%	36	100%
German	19	100%	19	100%	23	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	145	99%	12	83%	142	96%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	3	#	3	#
German	1	#	5	100%	2	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	32	91%	3	#	11	82%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	100%	2	#	1	#
Science	3	#	3	#	1	#
Reading	0	0%	7	71%	1	#
Writing	0	0%	6	100%	2	#
Global Studies	2	#	9	56%	1	#
U.S. Hist & Gov't	2	#	4	#	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	96%	0	0%	1	#
Science	6	100%	3	#	2	#
Reading	3	#	6	83%	2	#
Writing	4	#	6	100%	2	#
Global Studies	8	100%	15	53%	3	#
U.S. Hist & Gov't	4	#	8	88%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	206	223	227	36	26	29
Number Scoring 55-100	186	213	219	25	24	24
Number Scoring 65-100	152	199	191	17	17	12
Number Scoring 85-100	52	87	94	2	1	1
Percentage of Tested Scoring 55-100	90%	96%	96%	69%	92%	83%
Percentage of Tested Scoring 65-100	74%	89%	84%	47%	65%	41%
Percentage of Tested Scoring 85-100	25%	39%	41%	6%	4%	3%
<b>Mathematics A</b>						
Number Tested	243	266	252	41	33	45
Number Scoring 55-100	190	258	229	23	30	27
Number Scoring 65-100	161	237	210	12	25	17
Number Scoring 85-100	16	65	60	1	2	2
Percentage of Tested Scoring 55-100	78%	97%	91%	56%	91%	60%
Percentage of Tested Scoring 65-100	66%	89%	83%	29%	76%	38%
Percentage of Tested Scoring 85-100	7%	24%	24%	2%	6%	4%
<b>Mathematics B</b>						
Number Tested	141	106	150	6	6	3
Number Scoring 55-100	125	86	113	5	5	#
Number Scoring 65-100	122	68	91	5	3	#
Number Scoring 85-100	57	10	19	2	1	#
Percentage of Tested Scoring 55-100	89%	81%	75%	83%	83%	#
Percentage of Tested Scoring 65-100	87%	64%	61%	83%	50%	#
Percentage of Tested Scoring 85-100	40%	9%	13%	33%	17%	#
<b>Global History and Geography</b>						
Number Tested	216	229	239	31	24	32
Number Scoring 55-100	199	205	211	27	15	18
Number Scoring 65-100	178	182	184	21	8	14
Number Scoring 85-100	62	65	60	3	1	2
Percentage of Tested Scoring 55-100	92%	90%	88%	87%	62%	56%
Percentage of Tested Scoring 65-100	82%	79%	77%	68%	33%	44%
Percentage of Tested Scoring 85-100	29%	28%	25%	10%	4%	6%
<b>U.S. History and Government</b>						
Number Tested	209	197	237	31	20	24
Number Scoring 55-100	203	184	207	28	15	15
Number Scoring 65-100	192	167	192	24	12	14
Number Scoring 85-100	68	76	81	7	0	0
Percentage of Tested Scoring 55-100	97%	93%	87%	90%	75%	62%
Percentage of Tested Scoring 65-100	92%	85%	81%	77%	60%	58%
Percentage of Tested Scoring 85-100	33%	39%	34%	23%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	214	223	216	36	19	29
Number Scoring 55-100	197	215	210	30	18	25
Number Scoring 65-100	179	205	197	25	13	20
Number Scoring 85-100	45	65	83	3	0	4
Percentage of Tested Scoring 55-100	92%	96%	97%	83%	95%	86%
Percentage of Tested Scoring 65-100	84%	92%	91%	69%	68%	69%
Percentage of Tested Scoring 85-100	21%	29%	38%	8%	0%	14%
<b>Physical Setting/Earth Science</b>						
Number Tested	247	232	276	35	35	46
Number Scoring 55-100	215	206	246	26	26	39
Number Scoring 65-100	200	176	230	23	13	30
Number Scoring 85-100	64	56	91	3	0	5
Percentage of Tested Scoring 55-100	87%	89%	89%	74%	74%	85%
Percentage of Tested Scoring 65-100	81%	76%	83%	66%	37%	65%
Percentage of Tested Scoring 85-100	26%	24%	33%	9%	0%	11%
<b>Physical Setting/Chemistry</b>						
Number Tested	123	142	126	6	5	2
Number Scoring 55-100	105	136	120	3	5	#
Number Scoring 65-100	82	116	108	2	4	#
Number Scoring 85-100	8	20	20	0	1	#
Percentage of Tested Scoring 55-100	85%	96%	95%	50%	100%	#
Percentage of Tested Scoring 65-100	67%	82%	86%	33%	80%	#
Percentage of Tested Scoring 85-100	7%	14%	16%	0%	20%	#
<b>Physical Setting/Physics</b>						
Number Tested		43	43		0	1
Number Scoring 55-100		43	39		0	#
Number Scoring 65-100		41	38		0	#
Number Scoring 85-100		14	14		0	#
Percentage of Tested Scoring 55-100		100%	91%		0%	#
Percentage of Tested Scoring 65-100		95%	88%		0%	#
Percentage of Tested Scoring 85-100		33%	33%		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
<b>Comprehensive French</b>						
Number Tested	30	25	27	2	1	0
Number Scoring 55-100	29	24	27	#	#	0
Number Scoring 65-100	28	24	27	#	#	0
Number Scoring 85-100	17	14	14	#	#	0
Percentage of Tested Scoring 55-100	97%	96%	100%	#	#	0%
Percentage of Tested Scoring 65-100	93%	96%	100%	#	#	0%
Percentage of Tested Scoring 85-100	57%	56%	52%	#	#	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	17	18	17	2	0	0
Number Scoring 55-100	17	18	17	#	0	0
Number Scoring 65-100	17	18	17	#	0	0
Number Scoring 85-100	7	14	13	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	41%	78%	76%	#	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	109	275	116	7	27	5
Number Scoring 55-100	103	271	115	6	26	5
Number Scoring 65-100	99	262	114	4	22	5
Number Scoring 85-100	56	143	70	1	6	0
Percentage of Tested Scoring 55-100	94%	99%	99%	86%	96%	100%
Percentage of Tested Scoring 65-100	91%	95%	98%	57%	81%	100%
Percentage of Tested Scoring 85-100	51%	52%	60%	14%	22%	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)



## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	174	1%	3%	51%	45%
	Students with Disabilities	29	7%	17%	72%	3%
	All Students	203	2%	5%	54%	39%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	210	0%	11%	61%	27%
	Students with Disabilities	25	4%	44%	48%	4%
	All Students	235	0%	15%	60%	25%

(Form – I)

# New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	1	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	1	#	#	#	#
<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

## 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	180	180	180	26	26	26	206	206	206
Number Scoring 55–64	9	7	2	2	2	2	11	9	4
Number Scoring 65–84	103	85	103	13	14	18	116	99	121
Number Scoring 85–100	58	74	69	1	0	0	59	74	69
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	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)\*

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	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)