

# 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	2002-03	2003-04	2004-05
Pre-K	64	60	66
Kindergarten	105	115	111
First	107	106	126
Second	111	106	111
Third	131	111	113
Fourth	129	136	121
Fifth	140	137	136
Sixth	159	135	142
Ungraded Elementary	0	0	0
Seventh	146	176	146
Eighth	139	151	169
Ninth	156	148	159
Tenth	157	151	152
Eleventh	150	154	144
Twelfth	156	141	159
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1786	1767	1789

## 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	15	0.8%	15	0.8%	18	1.0%
Black (Not Hispanic)	27	1.5%	27	1.5%	25	1.4%
Hispanic	11	0.6%	8	0.5%	12	0.7%
White (Not Hispanic)	1733	97.0%	1717	97.2%	1734	96.9%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	19	18
Common Branch	18	18	19
English Grade 8	18	19	16
Mathematics Grade 8	18	19	17
Science Grade 8	18	20	18
Social Studies Grade 8	19	20	19
English Grade 10	19	19	21
Mathematics Grade 10	18	17	17
Science Grade 10	16	19	17
Social Studies Grade 10	12	23	20

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	2	0.1%	2	0.1%
Eligible for Free Lunch	366	20.5%	442	25.0%	413	23.1%

### 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		95.8%		95.9%		96.0%
Student Suspensions	107	5.7%	74	4.1%	64	3.6%

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

	2002-03	2003-04	2004-05
Reduced Lunch	8.1%	8.8%	7.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	157
Total Other Professional Staff	24
Total Paraprofessionals	67
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	130	126	122
	Regents Diplomas	96	78	108
	% Regents Diplomas	74%	62%	89%
	Regents Diplomas with Advanced Designation**			59
	% Regents Diplomas with Advanced Designation			48%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	16	1	17
	Regents Diplomas	4	0	4
	% Regents Diplomas	25%	0%	24%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	7	3
<b>All Students</b>	Total Graduates*	146	127	139
	Regents Diplomas	100	78	112
	% Regents Diplomas	68%	61%	81%
	Regents Diplomas with Advanced Designation**			59
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates	4	7	3

\* 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
<b>General-Education Students</b>	<b>Number</b>	59	42	2	8	8	0	0	3
	<b>Percent</b>	48%	34%	2%	7%	7%	0%	0%	2%
<b>Students with Disabilities</b>	<b>Number</b>	1	6	1	2	1	0	0	6
	<b>Percent</b>	6%	35%	6%	12%	6%	0%	0%	35%
<b>All Students</b>	<b>Number</b>	60	48	3	10	9	0	0	9
	<b>Percent</b>	43%	35%	2%	7%	6%	0%	0%	6%

## 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.
<b>General-Education Students</b>	Dropped Out	9		12	2.3%	13	2.6%
	Entered GED Program*	2		1	0.2%	2	0.4%
	Total Noncompleters	11		13	2.5%	15	3.0%
<b>Students with Disabilities</b>	Dropped Out	2		7	7.1%	11	8.4%
	Entered GED Program*	2		0	0.0%	5	3.8%
	Total Noncompleters	4		7	7.1%	16	12.2%
<b>All Students</b>	Dropped Out	11	1.8%	19	3.1%	24	3.8%
	Entered GED Program*	4	0.6%	1	0.2%	7	1.1%
	Total Noncompleters	15	2.4%	20	3.3%	31	4.9%

\*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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	39	95%	55	93%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	42	100%	56	100%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	3	#	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%	2	#	0	0%

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	29	93%	12	83%	18	56%
Science	14	71%	6	100%	12	58%
Reading	13	62%	11	82%	1	#
Writing	15	87%	9	89%	0	0%
Global Studies	10	20%	9	44%	0	0%
U.S. Hist & Gov't	7	43%	3	#	8	63%

(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	147	157	148	20	17	20
Number Scoring 55-100	124	145	144	7	11	19
Number Scoring 65-100	109	119	131	5	2	10
Number Scoring 85-100	28	45	58	0	0	0
Percentage of Tested Scoring 55-100	84%	92%	97%	35%	65%	95%
Percentage of Tested Scoring 65-100	74%	76%	89%	25%	12%	50%
Percentage of Tested Scoring 85-100	19%	29%	39%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	147	165	138	20	23	23
Number Scoring 55-100	126	157	132	13	20	20
Number Scoring 65-100	107	145	121	5	15	14
Number Scoring 85-100	24	34	37	0	1	3
Percentage of Tested Scoring 55-100	86%	95%	96%	65%	87%	87%
Percentage of Tested Scoring 65-100	73%	88%	88%	25%	65%	61%
Percentage of Tested Scoring 85-100	16%	21%	27%	0%	4%	13%
<b>Mathematics B</b>						
Number Tested	0	48	65	0	0	1
Number Scoring 55-100	0	48	63	0	0	#
Number Scoring 65-100	0	44	60	0	0	#
Number Scoring 85-100	0	20	7	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	92%	92%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	42%	11%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	150	168	136	17	30	19
Number Scoring 55-100	135	157	125	11	24	18
Number Scoring 65-100	118	136	113	9	13	13
Number Scoring 85-100	42	63	43	0	1	1
Percentage of Tested Scoring 55-100	90%	93%	92%	65%	80%	95%
Percentage of Tested Scoring 65-100	79%	81%	83%	53%	43%	68%
Percentage of Tested Scoring 85-100	28%	38%	32%	0%	3%	5%
<b>U.S. History and Government</b>						
Number Tested	164	155	145	26	12	22
Number Scoring 55-100	157	140	126	22	9	15
Number Scoring 65-100	150	136	112	20	7	8
Number Scoring 85-100	55	67	62	1	0	2
Percentage of Tested Scoring 55-100	96%	90%	87%	85%	75%	68%
Percentage of Tested Scoring 65-100	91%	88%	77%	77%	58%	36%
Percentage of Tested Scoring 85-100	34%	43%	43%	4%	0%	9%

(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	108	113	136	9	11	18
Number Scoring 55-100	106	111	133	7	10	17
Number Scoring 65-100	106	109	129	7	9	16
Number Scoring 85-100	59	63	44	1	0	3
Percentage of Tested Scoring 55-100	98%	98%	98%	78%	91%	94%
Percentage of Tested Scoring 65-100	98%	96%	95%	78%	82%	89%
Percentage of Tested Scoring 85-100	55%	56%	32%	11%	0%	17%
<b>Physical Setting/Earth Science</b>						
Number Tested	118	143	128	17	31	21
Number Scoring 55-100	115	133	118	14	25	14
Number Scoring 65-100	111	120	106	12	20	9
Number Scoring 85-100	58	35	40	1	3	2
Percentage of Tested Scoring 55-100	97%	93%	92%	82%	81%	67%
Percentage of Tested Scoring 65-100	94%	84%	83%	71%	65%	43%
Percentage of Tested Scoring 85-100	49%	24%	31%	6%	10%	10%
<b>Physical Setting/Chemistry</b>						
Number Tested	106	81	70	1	2	1
Number Scoring 55-100	104	78	68	#	#	#
Number Scoring 65-100	82	62	60	#	#	#
Number Scoring 85-100	12	5	9	#	#	#
Percentage of Tested Scoring 55-100	98%	96%	97%	#	#	#
Percentage of Tested Scoring 65-100	77%	77%	86%	#	#	#
Percentage of Tested Scoring 85-100	11%	6%	13%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		18	26		0	0
Number Scoring 55-100		18	23		0	0
Number Scoring 65-100		17	19		0	0
Number Scoring 85-100		1	4		0	0
Percentage of Tested Scoring 55-100		100%	88%		0%	0%
Percentage of Tested Scoring 65-100		94%	73%		0%	0%
Percentage of Tested Scoring 85-100		6%	15%		0%	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	32	28	23	0	1	0
Number Scoring 55-100	31	28	22	0	#	0
Number Scoring 65-100	28	28	22	0	#	0
Number Scoring 85-100	12	22	12	0	#	0
Percentage of Tested Scoring 55-100	97%	100%	96%	0%	#	0%
Percentage of Tested Scoring 65-100	88%	100%	96%	0%	#	0%
Percentage of Tested Scoring 85-100	38%	79%	52%	0%	#	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	49	46	42	1	0	0
Number Scoring 55-100	49	46	42	#	0	0
Number Scoring 65-100	47	43	42	#	0	0
Number Scoring 85-100	19	14	9	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	96%	93%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	39%	30%	21%	#	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)

## 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	109	0%	5%	58%	38%
	Students with Disabilities	27	33%	7%	52%	7%
	All Students	136	7%	5%	57%	32%

## 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	133	1%	23%	65%	11%
	Students with Disabilities	38	16%	66%	16%	3%
	All Students	171	4%	33%	54%	9%

(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	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

### 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	122	122	122	24	24	24	146	146	146
Number Scoring 55–64	8	2	0	3	4	1	11	6	1
Number Scoring 65–84	69	57	49	8	7	10	77	64	59
Number Scoring 85–100	43	55	71	1	0	1	44	55	72
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		2	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		2	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 2-4)</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 2-4)</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 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)