

# 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	2000–2001	2001–2002	2002–2003
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	174	169	156
Tenth	185	168	157
Eleventh	158	169	150
Twelfth	149	150	156
Ungraded Secondary	0	0	0
Total K-12 Enrollment	666	656	619

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	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%	8	1.2%	7	1.1%
Black (Not Hispanic)	4	0.6%	4	0.6%	5	0.8%
Hispanic	2	0.3%	1	0.2%	2	0.3%
White (Not Hispanic)	652	97.9%	643	98.0%	605	97.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	19	19	0
Science Grade 8	20	20	0
Social Studies Grade 8	0	0	0
English Grade 10	20	17	19
Mathematics Grade 10	19	21	20
Science Grade 10	20	14	17
Social Studies Grade 10	19	18	12

(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
50	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 middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	79	11.9%	93	14.2%	88	14.2%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.1%		94.6%		95.1%
Student Suspensions	65	9.6%	90	13.5%	76	11.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.7%	4.7%	6.3%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	96%	97%	102%

### Staff Counts

Staff	2002–2003
Total Teachers	39
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	120	66	55%	128	90	70%	130	96	74%
Students with Disabilities	16	2	12%	11	1	9%	16	4	25%
All Students	136	68	50%	139	91	65%	146	100	68%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	67	46	3	7	14	9
Percent	46%	32%	2%	5%	10%	6%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
16	4	3	19

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			12		7	
	Entered GED Program*			5		2	
	Total Noncompleters			17		9	
Students with Disabilities	Dropped Out			5		1	
	Entered GED Program*			0		1	
	Total Noncompleters			5		2	
All Students	Dropped Out	27	4.1%	17	2.6%	8	1.3%
	Entered GED Program*	4	0.6%	5	0.8%	3	0.5%
	Total Noncompleters	31	4.7%	22	3.4%	11	1.8%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		650	0
	Number of Students with Disabilities		0	0
	Number of All Students		650	0
	Percent of Enrollment		99%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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%	3	#

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	0	0%	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	9	22%	0	0%	1	#
U.S. Hist & Gov't	18	56%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	88%	9	100%	29	93%
Science	8	50%	0	0%	14	71%
Reading	25	84%	3	#	13	62%
Writing	26	69%	5	40%	15	87%
Global Studies	7	29%	7	57%	10	20%
U.S. Hist & Gov't	6	33%	6	17%	7	43%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	150	147	146	19	18	20
Number Scoring 55–100	141	136	124	14	12	7
Number Scoring 65–100	127	115	109	7	6	5
Number Scoring 85–100	38	48	28	1	1	0
Percentage of Tested Scoring 55–100	94%	93%	85%	74%	67%	35%
Percentage of Tested Scoring 65–100	85%	78%	75%	37%	33%	25%
Percentage of Tested Scoring 85–100	25%	33%	19%	5%	6%	0%
<b>Mathematics A</b>						
Number Tested	12	39	147	1	18	20
Number Scoring 55–100	3	21	126	#	5	13
Number Scoring 65–100	1	13	107	#	3	5
Number Scoring 85–100	0	0	24	#	0	0
Percentage of Tested Scoring 55–100	25%	54%	86%	#	28%	65%
Percentage of Tested Scoring 65–100	8%	33%	73%	#	17%	25%
Percentage of Tested Scoring 85–100	0%	0%	16%	#	0%	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	195	150	150	28	25	17
Number Scoring 55–100	191	144	135	26	24	11
Number Scoring 65–100	175	131	118	19	16	9
Number Scoring 85–100	65	29	42	4	0	0
Percentage of Tested Scoring 55–100	98%	96%	90%	93%	96%	65%
Percentage of Tested Scoring 65–100	90%	87%	79%	68%	64%	53%
Percentage of Tested Scoring 85–100	33%	19%	28%	14%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	149	145	164	18	17	26
Number Scoring 55–100	143	132	157	17	9	22
Number Scoring 65–100	120	109	150	10	4	20
Number Scoring 85–100	50	36	55	1	0	1
Percentage of Tested Scoring 55–100	96%	91%	96%	94%	53%	85%
Percentage of Tested Scoring 65–100	81%	75%	91%	56%	24%	77%
Percentage of Tested Scoring 85–100	34%	25%	34%	6%	0%	4%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	150	127	107	13	11	8
Number Scoring 55–100	150	127	105	13	11	6
Number Scoring 65–100	148	126	105	12	10	6
Number Scoring 85–100	66	63	59	2	1	1
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	75%
Percentage of Tested Scoring 65–100	99%	99%	98%	92%	91%	75%
Percentage of Tested Scoring 85–100	44%	50%	55%	15%	9%	12%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	128	97	98	28	18	17
Number Scoring 55–100	118	94	95	26	17	14
Number Scoring 65–100	89	90	91	12	15	12
Number Scoring 85–100	23	32	42	3	2	1
Percentage of Tested Scoring 55–100	92%	97%	97%	93%	94%	82%
Percentage of Tested Scoring 65–100	70%	93%	93%	43%	83%	71%
Percentage of Tested Scoring 85–100	18%	33%	43%	11%	11%	6%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		91	106		3	1
Number Scoring 55–100		87	104		#	#
Number Scoring 65–100		60	82		#	#
Number Scoring 85–100		2	12		#	#
Percentage of Tested Scoring 55–100		96%	98%		#	#
Percentage of Tested Scoring 65–100		66%	77%		#	#
Percentage of Tested Scoring 85–100		2%	11%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	60	35	32	1	1	0
Number Scoring 55–100	59	33	31	#	#	0
Number Scoring 65–100	57	29	28	#	#	0
Number Scoring 85–100	17	9	12	#	#	0
Percentage of Tested Scoring 55–100	98%	94%	97%	#	#	0%
Percentage of Tested Scoring 65–100	95%	83%	88%	#	#	0%
Percentage of Tested Scoring 85–100	28%	26%	38%	#	#	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	64	42	49	2	0	1
Number Scoring 55–100	64	40	49	#	0	#
Number Scoring 65–100	64	40	47	#	0	#
Number Scoring 85–100	42	18	19	#	0	#
Percentage of Tested Scoring 55–100	100%	95%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	95%	96%	#	0%	#
Percentage of Tested Scoring 85–100	66%	43%	39%	#	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	151	131	22	11	6	0
Number Scoring 55–100	129	111	20	8	4	0
Number Scoring 65–100	113	97	16	7	3	0
Number Scoring 85–100	52	40	1	1	1	0
Percentage of Tested Scoring 55–100	85%	85%	91%	73%	67%	0%
Percentage of Tested Scoring 65–100	75%	74%	73%	64%	50%	0%
Percentage of Tested Scoring 85–100	34%	31%	5%	9%	17%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	62	67	72	3	1	3
Number Scoring 55–100	59	65	71	#	#	#
Number Scoring 65–100	57	62	68	#	#	#
Number Scoring 85–100	38	46	46	#	#	#
Percentage of Tested Scoring 55–100	95%	97%	99%	#	#	#
Percentage of Tested Scoring 65–100	92%	93%	94%	#	#	#
Percentage of Tested Scoring 85–100	61%	69%	64%	#	#	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	54	96%	50	96%	40	98%
Students with Disabilities	17	94%	15	80%	10	70%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</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 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%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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	0	0	0	0	0	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

## 1999 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	137	137	137	24	24	24	161	161	161
Number Scoring 55–64	1	8	4	6	5	3	7	13	7
Number Scoring 65–84	66	77	65	12	8	13	78	85	78
Number Scoring 85–100	64	41	65	3	2	5	67	43	70
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)