

New York State School Report Card Comprehensive Information Report

BEDS Code: 60-01-01-06-0006

Grade Range : 9-12

Name: Waverly High School

Principal: Kim Hollister

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	131	154	0
Eighth	137	120	0
Ninth	151	158	133
Tenth	132	138	154
Eleventh	113	126	98
Twelfth	112	106	115
Ungraded Secondary	62	43	27
Total K-12 Enrollment	838	845	527

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	2	0.2%	3	0.4%	1	0.2%
Black (Not Hispanic)	4	0.5%	2	0.2%	1	0.2%
Hispanic	4	0.5%	3	0.4%	1	0.2%
White (Not Hispanic)	828	98.8%	837	99.1%	524	99.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	20	0
Mathematics Grade 8	21	18	0
Science Grade 8	20	24	0
Social Studies Grade 8	20	19	0
English Grade 10	24	19	21
Mathematics Grade 10	0	23	24
Science Grade 10	10	22	20
Social Studies Grade 10	23	25	23

(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

	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	68	8.1%	138	16.3%	77	14.6%

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		95.0%		93.2%		92.6%
Student Suspensions	92	10.9%	137	16.4%	63	7.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	17.7%	6.1%	5.9%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	100%	99%

Staff Counts

Staff	2002–2003
Total Teachers	34
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

*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	103	67	65%	93	60	65%	108	78	72%
Students with Disabilities	7	0	0%	2	0	0%	5	1	20%
All Students	110	67	61%	95	60	63%	113	79	70%

*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	39	38	1	5	27	3
Percent	35%	34%	1%	4%	24%	3%

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)
5	1	10	15

*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			17		23	
	Entered GED Program*			0		0	
	Total Noncompleters			17		23	
Students with Disabilities	Dropped Out			3		8	
	Entered GED Program*			0		0	
	Total Noncompleters			3		8	
All Students	Dropped Out	37	6.7%	20	3.6%	31	5.9%
	Entered GED Program*	2	0.4%	0	0.0%	0	0.0%
	Total Noncompleters	39	7.1%	20	3.6%	31	5.9%

*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		0	431
	Number of Students with Disabilities		5	69
	Number of All Students		5	500
	Percent of Enrollment		1%	95%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	23	83%	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	68	76%	0	0%	122	93%

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	1	#	0	0%	2	#

(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	1	#	0	0%	2	#
Science	1	#	3	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	8	0%	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	25%	6	0%	7	43%
Science	7	29%	9	11%	6	67%
Reading	1	#	1	#	7	100%
Writing	1	#	1	#	3	#
Global Studies	1	#	9	44%	6	100%
U.S. Hist & Gov't	0	0%	2	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	118	114	108	2	3	7
Number Scoring 55–100	114	109	102	#	#	7
Number Scoring 65–100	93	98	94	#	#	4
Number Scoring 85–100	23	42	32	#	#	0
Percentage of Tested Scoring 55–100	97%	96%	94%	#	#	100%
Percentage of Tested Scoring 65–100	79%	86%	87%	#	#	57%
Percentage of Tested Scoring 85–100	19%	37%	30%	#	#	0%
Mathematics A						
Number Tested	3	4	135	0	0	5
Number Scoring 55–100	#	#	100	0	0	4
Number Scoring 65–100	#	#	86	0	0	4
Number Scoring 85–100	#	#	13	0	0	0
Percentage of Tested Scoring 55–100	#	#	74%	0%	0%	80%
Percentage of Tested Scoring 65–100	#	#	64%	0%	0%	80%
Percentage of Tested Scoring 85–100	#	#	10%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	146	153	181	3	14	7
Number Scoring 55–100	124	130	144	#	9	2
Number Scoring 65–100	107	94	109	#	4	0
Number Scoring 85–100	38	27	32	#	0	0
Percentage of Tested Scoring 55–100	85%	85%	80%	#	64%	29%
Percentage of Tested Scoring 65–100	73%	61%	60%	#	29%	0%
Percentage of Tested Scoring 85–100	26%	18%	18%	#	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	106	111	118	2	3	9
Number Scoring 55–100	100	105	106	#	#	8
Number Scoring 65–100	92	81	98	#	#	8
Number Scoring 85–100	41	22	38	#	#	1
Percentage of Tested Scoring 55–100	94%	95%	90%	#	#	89%
Percentage of Tested Scoring 65–100	87%	73%	83%	#	#	89%
Percentage of Tested Scoring 85–100	39%	20%	32%	#	#	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	106	92	197	2	8	6
Number Scoring 55–100	101	91	166	#	7	5
Number Scoring 65–100	92	85	146	#	6	4
Number Scoring 85–100	8	17	22	#	1	0
Percentage of Tested Scoring 55–100	95%	99%	84%	#	88%	83%
Percentage of Tested Scoring 65–100	87%	92%	74%	#	75%	67%
Percentage of Tested Scoring 85–100	8%	18%	11%	#	12%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	104	107	19	2	4	0
Number Scoring 55–100	71	96	12	#	#	0
Number Scoring 65–100	54	75	7	#	#	0
Number Scoring 85–100	11	19	0	#	#	0
Percentage of Tested Scoring 55–100	68%	90%	63%	#	#	0%
Percentage of Tested Scoring 65–100	52%	70%	37%	#	#	0%
Percentage of Tested Scoring 85–100	11%	18%	0%	#	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		62	63		0	0
Number Scoring 55–100		59	57		0	0
Number Scoring 65–100		41	45		0	0
Number Scoring 85–100		4	6		0	0
Percentage of Tested Scoring 55–100		95%	90%		0%	0%
Percentage of Tested Scoring 65–100		66%	71%		0%	0%
Percentage of Tested Scoring 85–100		6%	10%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	17	19	0	0	0	0
Number Scoring 55–100	15	18	0	0	0	0
Number Scoring 65–100	13	13	0	0	0	0
Number Scoring 85–100	5	3	0	0	0	0
Percentage of Tested Scoring 55–100	88%	95%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	76%	68%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	29%	16%	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	85	165	80	1	3	0
Number Scoring 55–100	81	140	79	#	#	0
Number Scoring 65–100	77	129	76	#	#	0
Number Scoring 85–100	39	43	28	#	#	0
Percentage of Tested Scoring 55–100	95%	85%	99%	#	#	0%
Percentage of Tested Scoring 65–100	91%	78%	95%	#	#	0%
Percentage of Tested Scoring 85–100	46%	26%	35%	#	#	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	109	98	35	1	3	1
Number Scoring 55–100	90	64	27	#	#	#
Number Scoring 65–100	78	51	20	#	#	#
Number Scoring 85–100	39	10	6	#	#	#
Percentage of Tested Scoring 55–100	83%	65%	77%	#	#	#
Percentage of Tested Scoring 65–100	72%	52%	57%	#	#	#
Percentage of Tested Scoring 85–100	36%	10%	17%	#	#	#
Sequential Mathematics, Course III						
Number Tested	37	50	59	0	0	0
Number Scoring 55–100	33	45	44	0	0	0
Number Scoring 65–100	32	45	39	0	0	0
Number Scoring 85–100	21	27	12	0	0	0
Percentage of Tested Scoring 55–100	89%	90%	75%	0%	0%	0%
Percentage of Tested Scoring 65–100	86%	90%	66%	0%	0%	0%
Percentage of Tested Scoring 85–100	57%	54%	20%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	4	#	14	64%	37	78%
Students with Disabilities	2	#	3	#	18	56%

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
Nov 2002	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
June 2003	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
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

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	123	123	123	16	16	16	139	139	139
Number Scoring 55–64	8	17	3	0	1	3	8	18	6
Number Scoring 65–84	72	68	75	4	1	1	76	69	76
Number Scoring 85–100	33	22	32	0	0	1	33	22	33
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)