

New York State School Report Card Comprehensive Information Report

BEDS Code: 12-05-01-04-0002
 Name: Delaware Academy High School
 Principal: Bojanich D. Scott

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	114	131	127
Tenth	95	100	95
Eleventh	79	82	82
Twelfth	95	92	89
Ungraded Secondary	0	0	0
Total K-12 Enrollment	383	405	393

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	1	0.3%	5	1.2%	1	0.3%
Black (Not Hispanic)	2	0.5%	4	1.0%	4	1.0%
Hispanic	3	0.8%	0	0.0%	2	0.5%
White (Not Hispanic)	377	98.4%	396	97.8%	386	98.2%

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	23	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	16	15	20
Mathematics Grade 10	17	12	0
Science Grade 10	13	24	23
Social Studies Grade 10	18	16	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
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%	1	0.3%
Eligible for Free Lunch	85	22.2%	57	14.1%	43	10.9%

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		94.4%		98.8%		92.5%
Student Suspensions	17	4.4%	22	5.7%	24	5.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.0%	12.1%	14.2%
Public Assistance	1-10%	21-30%	1-10%
Student Stability	93%	85%	100%

Staff Counts

Staff	2002–2003
Total Teachers	40
Total Other Professional Staff	5
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	77	45	58%	0	0	0%	73	40	55%
Students with Disabilities	9	1	11%	0	0	0%	8	1	12%
All Students	86	46	53%	0	0	0%	81	41	51%

*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	38	24	0	1	12	6
Percent	47%	30%	0%	1%	15%	7%

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)
8	1	4	12

*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			0		11	
	Entered GED Program*			0		3	
	Total Noncompleters			0		14	
Students with Disabilities	Dropped Out			0		6	
	Entered GED Program*			0		2	
	Total Noncompleters			0		8	
All Students	Dropped Out	2	0.5%	0	0.0%	17	4.3%
	Entered GED Program*	12	3.1%	0	0.0%	5	1.3%
	Total Noncompleters	14	3.7%	0	0.0%	22	5.6%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	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%	2	#	6	33%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	8	88%	14	100%

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%	6	83%

(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%	23	52%	0	0%
Science	1	#	15	47%	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	0	0%	4	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	74%	0	0%	5	100%
Science	18	50%	0	0%	3	#
Reading	2	#	0	0%	3	#
Writing	2	#	0	0%	3	#
Global Studies	5	20%	0	0%	7	43%
U.S. Hist & Gov't	5	60%	0	0%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	83	90	67	9	0	6
Number Scoring 55–100	82	87	65	8	0	5
Number Scoring 65–100	75	79	63	4	0	3
Number Scoring 85–100	29	45	35	0	0	0
Percentage of Tested Scoring 55–100	99%	97%	97%	89%	0%	83%
Percentage of Tested Scoring 65–100	90%	88%	94%	44%	0%	50%
Percentage of Tested Scoring 85–100	35%	50%	52%	0%	0%	0%
Mathematics A						
Number Tested	0	76	91	0	0	5
Number Scoring 55–100	0	59	81	0	0	2
Number Scoring 65–100	0	42	68	0	0	1
Number Scoring 85–100	0	18	18	0	0	0
Percentage of Tested Scoring 55–100	0%	78%	89%	0%	0%	40%
Percentage of Tested Scoring 65–100	0%	55%	75%	0%	0%	20%
Percentage of Tested Scoring 85–100	0%	24%	20%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	1	49	0	0	3
Number Scoring 55–100	0	#	24	0	0	#
Number Scoring 65–100	0	#	15	0	0	#
Number Scoring 85–100	0	#	2	0	0	#
Percentage of Tested Scoring 55–100	0%	#	49%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	#	31%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	#	4%	0%	0%	#
Global History and Geography						
Number Tested	65	78	96	12	0	10
Number Scoring 55–100	60	70	89	8	0	6
Number Scoring 65–100	48	49	78	6	0	4
Number Scoring 85–100	15	16	34	1	0	0
Percentage of Tested Scoring 55–100	92%	90%	93%	67%	0%	60%
Percentage of Tested Scoring 65–100	74%	63%	81%	50%	0%	40%
Percentage of Tested Scoring 85–100	23%	21%	35%	8%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	80	93	78	9	0	8
Number Scoring 55–100	67	85	76	5	0	7
Number Scoring 65–100	62	70	72	5	0	6
Number Scoring 85–100	26	26	34	0	0	2
Percentage of Tested Scoring 55–100	84%	91%	97%	56%	0%	88%
Percentage of Tested Scoring 65–100	78%	75%	92%	56%	0%	75%
Percentage of Tested Scoring 85–100	33%	28%	44%	0%	0%	25%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	55	69	82	9	0	6
Number Scoring 55–100	53	69	81	7	0	5
Number Scoring 65–100	51	67	79	5	0	3
Number Scoring 85–100	8	29	26	1	0	0
Percentage of Tested Scoring 55–100	96%	100%	99%	78%	0%	83%
Percentage of Tested Scoring 65–100	93%	97%	96%	56%	0%	50%
Percentage of Tested Scoring 85–100	15%	42%	32%	11%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	88	91	105	8	0	18
Number Scoring 55–100	79	86	97	6	0	12
Number Scoring 65–100	68	78	93	5	0	11
Number Scoring 85–100	27	29	44	1	0	4
Percentage of Tested Scoring 55–100	90%	95%	92%	75%	0%	67%
Percentage of Tested Scoring 65–100	77%	86%	89%	62%	0%	61%
Percentage of Tested Scoring 85–100	31%	32%	42%	12%	0%	22%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		31	47		0	3
Number Scoring 55–100		29	43		0	#
Number Scoring 65–100		23	32		0	#
Number Scoring 85–100		2	8		0	#
Percentage of Tested Scoring 55–100		94%	91%		0%	#
Percentage of Tested Scoring 65–100		74%	68%		0%	#
Percentage of Tested Scoring 85–100		6%	17%		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	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	11	27	19	0	0	0
Number Scoring 55–100	11	27	18	0	0	0
Number Scoring 65–100	11	27	17	0	0	0
Number Scoring 85–100	9	14	3	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	82%	52%	16%	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	63	16	42	0	0	1
Number Scoring 55–100	60	14	41	0	0	#
Number Scoring 65–100	56	10	38	0	0	#
Number Scoring 85–100	23	6	16	0	0	#
Percentage of Tested Scoring 55–100	95%	88%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	89%	62%	90%	0%	0%	#
Percentage of Tested Scoring 85–100	37%	38%	38%	0%	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	83	11	0	7	0	0
Number Scoring 55–100	65	6	0	5	0	0
Number Scoring 65–100	56	5	0	4	0	0
Number Scoring 85–100	25	1	0	1	0	0
Percentage of Tested Scoring 55–100	78%	55%	0%	71%	0%	0%
Percentage of Tested Scoring 65–100	67%	45%	0%	57%	0%	0%
Percentage of Tested Scoring 85–100	30%	9%	0%	14%	0%	0%
Sequential Mathematics, Course III						
Number Tested	52	51	3	1	0	0
Number Scoring 55–100	41	44	#	#	0	0
Number Scoring 65–100	40	41	#	#	0	0
Number Scoring 85–100	16	18	#	#	0	0
Percentage of Tested Scoring 55–100	79%	86%	#	#	0%	0%
Percentage of Tested Scoring 65–100	77%	80%	#	#	0%	0%
Percentage of Tested Scoring 85–100	31%	35%	#	#	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	48	94%	0	0%	35	94%
Students with Disabilities	6	50%	0	0%	8	75%

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	68	68	68	8	8	8	76	76	76
Number Scoring 55–64	7	6	1	3	2	1	10	8	2
Number Scoring 65–84	37	32	39	3	4	3	40	36	42
Number Scoring 85–100	21	25	24	0	0	0	21	25	24
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)