

New York State School Report Card Comprehensive Information Report

BEDS Code: 41-19-02-04-0003
 Name: Waterville High School
 Principal: Salvatore Farina

Grade Range : 6-12

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	90	83	71
Ungraded Elementary	0	0	0
Seventh	82	96	87
Eighth	116	89	92
Ninth	84	115	83
Tenth	100	86	109
Eleventh	93	96	79
Twelfth	93	90	91
Ungraded Secondary	18	13	23
Total K-12 Enrollment	676	668	635

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	0.1%	2	0.3%	0	0.0%
Black (Not Hispanic)	3	0.4%	8	1.2%	7	1.1%
Hispanic	0	0.0%	2	0.3%	5	0.8%
White (Not Hispanic)	672	99.4%	656	98.2%	623	98.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	24	17	23
Mathematics Grade 8	0	19	23
Science Grade 8	25	17	17
Social Studies Grade 8	24	24	25
English Grade 10	18	18	19
Mathematics Grade 10	16	22	22
Science Grade 10	18	19	24
Social Studies Grade 10	22	33	24

(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
51	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 higher 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%	2	0.3%	0	0.0%
Eligible for Free Lunch	106	15.7%	118	17.7%	120	18.9%

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		95.0%		95.0%		95.0%
Student Suspensions	31	4.3%	24	3.5%	37	5.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.1%	8.1%	8.2%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	100%	98%

Staff Counts

Staff	2002–2003
Total Teachers	50
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	89	57	64%	74	51	69%	83	47	57%
Students with Disabilities	7	0	0%	10	1	10%	6	0	0%
All Students	96	57	59%	84	52	62%	89	47	53%

*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	41	39	0	2	5	2
Percent	46%	44%	0%	2%	6%	2%

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)
6	0	4	10

*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			2		1	
	Entered GED Program*			1		1	
	Total Noncompleters			3		2	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			1		1	
	Total Noncompleters			1		2	
All Students	Dropped Out	0	0.0%	2	0.5%	2	0.5%
	Entered GED Program*	7	1.8%	2	0.5%	2	0.5%
	Total Noncompleters	7	1.8%	4	1.0%	4	1.1%

*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	104
	Number of Students with Disabilities		0	6
	Number of All Students		0	110
	Percent of Enrollment		0%	29%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	31	87%	2	#	30	90%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	71	100%	4	#	65	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	1	#	0	0%	1	#

(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%	3	#	6	83%
Science	0	0%	2	#	0	0%
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	2	#
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	2	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	0	0%	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	4	#	3	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	88	97	86	10	9	2
Number Scoring 55–100	84	97	83	9	9	#
Number Scoring 65–100	74	87	82	7	9	#
Number Scoring 85–100	26	43	38	0	0	#
Percentage of Tested Scoring 55–100	95%	100%	97%	90%	100%	#
Percentage of Tested Scoring 65–100	84%	90%	95%	70%	100%	#
Percentage of Tested Scoring 85–100	30%	44%	44%	0%	0%	#
Mathematics A						
Number Tested	10	25	87	2	0	4
Number Scoring 55–100	7	17	81	#	0	#
Number Scoring 65–100	0	13	67	#	0	#
Number Scoring 85–100	0	2	10	#	0	#
Percentage of Tested Scoring 55–100	70%	68%	93%	#	0%	#
Percentage of Tested Scoring 65–100	0%	52%	77%	#	0%	#
Percentage of Tested Scoring 85–100	0%	8%	11%	#	0%	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	11	0	0	0
Number Scoring 55–100	0	0	9	0	0	0
Number Scoring 65–100	0	0	8	0	0	0
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	82%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	73%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	9%	0%	0%	0%
Global History and Geography						
Number Tested	102	73	120	11	0	4
Number Scoring 55–100	101	73	109	10	0	#
Number Scoring 65–100	97	68	103	9	0	#
Number Scoring 85–100	40	27	37	0	0	#
Percentage of Tested Scoring 55–100	99%	100%	91%	91%	0%	#
Percentage of Tested Scoring 65–100	95%	93%	86%	82%	0%	#
Percentage of Tested Scoring 85–100	39%	37%	31%	0%	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	44	91	96	7	7	4
Number Scoring 55–100	36	83	94	3	5	#
Number Scoring 65–100	27	70	80	2	4	#
Number Scoring 85–100	9	27	34	1	0	#
Percentage of Tested Scoring 55–100	82%	91%	98%	43%	71%	#
Percentage of Tested Scoring 65–100	61%	77%	83%	29%	57%	#
Percentage of Tested Scoring 85–100	20%	30%	35%	14%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	39	86	103	0	1	3
Number Scoring 55–100	39	85	100	0	#	#
Number Scoring 65–100	39	83	96	0	#	#
Number Scoring 85–100	9	26	30	0	#	#
Percentage of Tested Scoring 55–100	100%	99%	97%	0%	#	#
Percentage of Tested Scoring 65–100	100%	97%	93%	0%	#	#
Percentage of Tested Scoring 85–100	23%	30%	29%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	32	104	81	1	4	7
Number Scoring 55–100	30	99	76	#	#	7
Number Scoring 65–100	29	81	66	#	#	6
Number Scoring 85–100	10	31	36	#	#	1
Percentage of Tested Scoring 55–100	94%	95%	94%	#	#	100%
Percentage of Tested Scoring 65–100	91%	78%	81%	#	#	86%
Percentage of Tested Scoring 85–100	31%	30%	44%	#	#	14%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		22	44		0	0
Number Scoring 55–100		22	44		0	0
Number Scoring 65–100		18	38		0	0
Number Scoring 85–100		3	14		0	0
Percentage of Tested Scoring 55–100		100%	100%		0%	0%
Percentage of Tested Scoring 65–100		82%	86%		0%	0%
Percentage of Tested Scoring 85–100		14%	32%		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	20	12	10	0	0	0
Number Scoring 55–100	19	11	10	0	0	0
Number Scoring 65–100	17	10	10	0	0	0
Number Scoring 85–100	11	2	6	0	0	0
Percentage of Tested Scoring 55–100	95%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	83%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	17%	60%	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	60	40	37	0	0	1
Number Scoring 55–100	60	40	37	0	0	#
Number Scoring 65–100	57	39	37	0	0	#
Number Scoring 85–100	41	24	21	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	97%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	68%	60%	57%	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	73	55	1	1	0	0
Number Scoring 55–100	69	51	#	#	0	0
Number Scoring 65–100	60	45	#	#	0	0
Number Scoring 85–100	30	18	#	#	0	0
Percentage of Tested Scoring 55–100	95%	93%	#	#	0%	0%
Percentage of Tested Scoring 65–100	82%	82%	#	#	0%	0%
Percentage of Tested Scoring 85–100	41%	33%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	54	58	45	0	2	0
Number Scoring 55–100	48	52	42	0	#	0
Number Scoring 65–100	46	50	40	0	#	0
Number Scoring 85–100	21	23	21	0	#	0
Percentage of Tested Scoring 55–100	89%	90%	93%	0%	#	0%
Percentage of Tested Scoring 65–100	85%	86%	89%	0%	#	0%
Percentage of Tested Scoring 85–100	39%	40%	47%	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	30	100%	14	100%	17	88%
Students with Disabilities	7	100%	4	#	1	#

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	89	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	90	0%	20%	70%	10%

(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	84	84	84	10	10	10	94	94	94
Number Scoring 55–64	1	12	4	0	2	0	1	14	4
Number Scoring 65–84	41	40	46	6	4	6	47	44	52
Number Scoring 85–100	40	29	30	0	0	0	40	29	30
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)