

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	2002-03	2003-04	2004-05
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	127	101	101
Tenth	95	111	105
Eleventh	82	81	74
Twelfth	89	86	78
Ungraded Secondary	0	0	0
Total K-12 Enrollment	393	379	358

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	1	0.3%	4	1.1%	6	1.7%
Black (Not Hispanic)	4	1.0%	2	0.5%	1	0.3%
Hispanic	2	0.5%	1	0.3%	1	0.3%
White (Not Hispanic)	386	98.2%	372	98.2%	350	97.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	20	0
Mathematics Grade 10	0	15	34
Science Grade 10	23	18	19
Social Studies Grade 10	20	21	18

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.3%	0	0.0%	0	0.0%
Eligible for Free Lunch	43	10.9%	44	11.6%	74	20.7%

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		92.5%		89.9%		92.0%
Student Suspensions	24	5.9%	47	12.0%	48	12.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	14.3%	8.7%	14.0%
Public Assistance	1-10%	21-30%	1-10%
Student Stability	100%	98%	99%

Staff Counts

Staff	2004-05
Total Teachers	30
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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
General-Education Students	Total Graduates*	73	66	67
	Regents Diplomas	40	43	61
	% Regents Diplomas	55%	65%	91%
	Regents Diplomas with Advanced Designation**			29
	% Regents Diplomas with Advanced Designation			43%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	8	1	3
	Regents Diplomas	1	0	2
	% Regents Diplomas	12%	0%	67%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	3	3
All Students	Total Graduates*	81	67	70
	Regents Diplomas	41	43	63
	% Regents Diplomas	51%	64%	90%
	Regents Diplomas with Advanced Designation**			29
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates	4	3	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
General-Education Students	Number	35	24	0	1	0	0	5	2
	Percent	52%	36%	0%	1%	0%	0%	7%	3%
Students with Disabilities	Number	0	2	0	0	0	0	1	0
	Percent	0%	67%	0%	0%	0%	0%	33%	0%
All Students	Number	35	26	0	1	0	0	6	2
	Percent	50%	37%	0%	1%	0%	0%	9%	3%

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.
General-Education Students	Dropped Out	11		8	2.6%	7	2.3%
	Entered GED Program*	3		4	1.3%	0	0.0%
	Total Noncompleters	14		12	3.9%	7	2.3%
Students with Disabilities	Dropped Out	6		1	2.3%	1	2.0%
	Entered GED Program*	2		0	0.0%	0	0.0%
	Total Noncompleters	8		1	2.3%	1	2.0%
All Students	Dropped Out	17	4.3%	9	2.6%	8	2.3%
	Entered GED Program*	5	1.3%	4	1.1%	0	0.0%
	Total Noncompleters	22	5.6%	13	3.7%	8	2.3%

*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	0	0%	0	0%	0	0%
German	6	33%	3	#	3	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	14	100%	4	#	8	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	100%
German	0	0%	2	#	2	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	6	83%	0	0%	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	0	0%	2	#	0	0%
Science	1	#	2	#	0	0%
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	10	90%	0	0%
Science	3	#	1	#	0	0%
Reading	3	#	0	0%	2	#
Writing	3	#	0	0%	3	#
Global Studies	7	43%	2	#	2	#
U.S. Hist & Gov't	3	#	1	#	0	0%

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	67	72	90	6	5	9
Number Scoring 55-100	65	71	90	5	5	9
Number Scoring 65-100	63	69	84	3	4	7
Number Scoring 85-100	35	46	51	0	0	1
Percentage of Tested Scoring 55-100	97%	99%	100%	83%	100%	100%
Percentage of Tested Scoring 65-100	94%	96%	93%	50%	80%	78%
Percentage of Tested Scoring 85-100	52%	64%	57%	0%	0%	11%
Mathematics A						
Number Tested	91	128	83	5	15	9
Number Scoring 55-100	81	122	82	2	12	9
Number Scoring 65-100	68	117	79	1	11	8
Number Scoring 85-100	18	32	17	0	0	0
Percentage of Tested Scoring 55-100	89%	95%	99%	40%	80%	100%
Percentage of Tested Scoring 65-100	75%	91%	95%	20%	73%	89%
Percentage of Tested Scoring 85-100	20%	25%	20%	0%	0%	0%
Mathematics B						
Number Tested	49	75	78	3	0	2
Number Scoring 55-100	24	46	58	#	0	#
Number Scoring 65-100	15	37	44	#	0	#
Number Scoring 85-100	2	10	8	#	0	#
Percentage of Tested Scoring 55-100	49%	61%	74%	#	0%	#
Percentage of Tested Scoring 65-100	31%	49%	56%	#	0%	#
Percentage of Tested Scoring 85-100	4%	13%	10%	#	0%	#
Global History and Geography						
Number Tested	96	96	93	10	12	13
Number Scoring 55-100	89	95	89	6	11	11
Number Scoring 65-100	78	88	86	4	9	9
Number Scoring 85-100	34	38	28	0	3	0
Percentage of Tested Scoring 55-100	93%	99%	96%	60%	92%	85%
Percentage of Tested Scoring 65-100	81%	92%	92%	40%	75%	69%
Percentage of Tested Scoring 85-100	35%	40%	30%	0%	25%	0%
U.S. History and Government						
Number Tested	78	72	87	8	5	8
Number Scoring 55-100	76	72	87	7	5	8
Number Scoring 65-100	72	71	83	6	5	6
Number Scoring 85-100	34	46	64	2	1	4
Percentage of Tested Scoring 55-100	97%	100%	100%	88%	100%	100%
Percentage of Tested Scoring 65-100	92%	99%	95%	75%	100%	75%
Percentage of Tested Scoring 85-100	44%	64%	74%	25%	20%	50%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	82	93	85	6	11	11
Number Scoring 55-100	81	92	84	5	11	10
Number Scoring 65-100	79	90	77	3	10	8
Number Scoring 85-100	26	41	40	0	2	0
Percentage of Tested Scoring 55-100	99%	99%	99%	83%	100%	91%
Percentage of Tested Scoring 65-100	96%	97%	91%	50%	91%	73%
Percentage of Tested Scoring 85-100	32%	44%	47%	0%	18%	0%
Physical Setting/Earth Science						
Number Tested	105	93	82	18	13	10
Number Scoring 55-100	97	88	78	12	11	10
Number Scoring 65-100	93	75	68	11	5	6
Number Scoring 85-100	44	26	24	4	0	0
Percentage of Tested Scoring 55-100	92%	95%	95%	67%	85%	100%
Percentage of Tested Scoring 65-100	89%	81%	83%	61%	38%	60%
Percentage of Tested Scoring 85-100	42%	28%	29%	22%	0%	0%
Physical Setting/Chemistry						
Number Tested	47	54	68	3	2	4
Number Scoring 55-100	43	50	65	#	#	#
Number Scoring 65-100	32	33	46	#	#	#
Number Scoring 85-100	8	5	11	#	#	#
Percentage of Tested Scoring 55-100	91%	93%	96%	#	#	#
Percentage of Tested Scoring 65-100	68%	61%	68%	#	#	#
Percentage of Tested Scoring 85-100	17%	9%	16%	#	#	#
Physical Setting/Physics						
Number Tested		17	21		0	0
Number Scoring 55-100		15	15		0	0
Number Scoring 65-100		13	9		0	0
Number Scoring 85-100		2	2		0	0
Percentage of Tested Scoring 55-100		88%	71%		0%	0%
Percentage of Tested Scoring 65-100		76%	43%		0%	0%
Percentage of Tested Scoring 85-100		12%	10%		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
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	19	27	7	0	1	0
Number Scoring 55-100	18	27	7	0	#	0
Number Scoring 65-100	17	27	7	0	#	0
Number Scoring 85-100	3	8	6	0	#	0
Percentage of Tested Scoring 55-100	95%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	89%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	16%	30%	86%	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	42	56	48	1	5	2
Number Scoring 55-100	41	56	48	#	5	#
Number Scoring 65-100	38	50	47	#	1	#
Number Scoring 85-100	16	28	21	#	0	#
Percentage of Tested Scoring 55-100	98%	100%	100%	#	100%	#
Percentage of Tested Scoring 65-100	90%	89%	98%	#	20%	#
Percentage of Tested Scoring 85-100	38%	50%	44%	#	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)

New York State Alternate Assessments (NYSAA) 2004–05

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

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	76	76	76	7	7	7	83	83	83
Number Scoring 55–64	3	1	1	1	1	0	4	2	1
Number Scoring 65–84	36	26	39	3	2	4	39	28	43
Number Scoring 85–100	33	45	32	0	1	0	33	46	32
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
Listening and Speaking (Grade 7-8)						
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
Reading and Writing (Grade 7-8)						
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
Listening and Speaking (Grade 9-12)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		0	1		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 - L)