

New York State School Report Card

Comprehensive Information Report

BEDS Code: 57-07-01-04-0001
 Name: Canisteo Junior-Senior High School
 Principal: Josephine Barnard

Grade Range : 7-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	81	79	101
Eighth	88	79	71
Ninth	81	83	76
Tenth	58	90	80
Eleventh	52	58	86
Twelfth	60	58	60
Ungraded Secondary	0	0	16
Total K-12 Enrollment	420	447	490

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	7	1.7%	5	1.1%	0	0.0%
Black (Not Hispanic)	3	0.7%	3	0.7%	0	0.0%
Hispanic	1	0.2%	1	0.2%	0	0.0%
White (Not Hispanic)	409	97.4%	438	98.0%	490	100.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	0	23
Mathematics Grade 8	23	21	14
Science Grade 8	22	0	19
Social Studies Grade 8	22	19	19
English Grade 10	21	0	21
Mathematics Grade 10	16	0	16
Science Grade 10	11	34	25
Social Studies Grade 10	21	20	21

(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
47	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 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	1.2%	6	1.3%	0	0.0%
Eligible for Free Lunch	93	22.1%	109	24.4%	107	21.8%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.3%		96.4%		95.0%
Student Suspensions	44	10.0%	53	12.6%	25	5.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	12.6%	12.3%	9.8%
Public Assistance	21-30%	31-40%	41-50%
Student Stability	100%	88%	92%

Staff Counts

Staff	2003-04
Total Teachers	36
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	49	24	49%	47	25	53%	49	39	80%
Students with Disabilities	2	0	0%	3	0	0%	6	0	0%
All Students	51	24	47%	50	25	50%	55	39	71%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	22	23	0	1	6	3
Percent	40%	42%	0%	2%	11%	5%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
6	0	2	8

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	6		7		3	1.1%
	Entered GED Program*	1		5		5	1.8%
	Total Noncompleters	7		12		8	2.9%
Students with Disabilities	Dropped Out	0		3		0	0.0%
	Entered GED Program*	2		0		3	10.7%
	Total Noncompleters	2		3		3	10.7%
All Students	Dropped Out	6	2.4%	10	3.5%	3	1.0%
	Entered GED Program*	3	1.2%	5	1.7%	8	2.6%
	Total Noncompleters	9	3.6%	15	5.2%	11	3.6%

*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	2001-02		2002-03		2003-04	
	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	47	87%	35	97%	34	97%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	6	100%
Science	1	#	0	0%	4	#
Reading	2	#	1	#	1	#
Writing	2	#	1	#	2	#
Global Studies	1	#	1	#	1	#
U.S. Hist & Gov't	2	#	2	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	7	100%	2	#
Science	0	0%	0	0%	0	0%
Reading	4	#	0	0%	5	40%
Writing	4	#	0	0%	5	100%
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	2	#	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	55	68	73	4	5	6
Number Scoring 55–100	51	66	71	#	5	5
Number Scoring 65–100	41	65	68	#	5	3
Number Scoring 85–100	14	26	31	#	2	1
Percentage of Tested Scoring 55–100	93%	97%	97%	#	100%	83%
Percentage of Tested Scoring 65–100	75%	96%	93%	#	100%	50%
Percentage of Tested Scoring 85–100	25%	38%	42%	#	40%	17%
Mathematics A						
Number Tested	48	89	83	7	7	2
Number Scoring 55–100	34	75	81	4	4	#
Number Scoring 65–100	30	64	73	3	3	#
Number Scoring 85–100	8	6	8	1	0	#
Percentage of Tested Scoring 55–100	71%	84%	98%	57%	57%	#
Percentage of Tested Scoring 65–100	62%	72%	88%	43%	43%	#
Percentage of Tested Scoring 85–100	17%	7%	10%	14%	0%	#
Mathematics B						
Number Tested	0	22	34	0	1	0
Number Scoring 55–100	0	19	16	0	#	0
Number Scoring 65–100	0	11	11	0	#	0
Number Scoring 85–100	0	0	4	0	#	0
Percentage of Tested Scoring 55–100	0%	86%	47%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	50%	32%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	#	0%
Global History and Geography						
Number Tested	59	83	75	8	10	3
Number Scoring 55–100	57	78	74	8	8	#
Number Scoring 65–100	51	74	68	6	8	#
Number Scoring 85–100	20	25	35	0	1	#
Percentage of Tested Scoring 55–100	97%	94%	99%	100%	80%	#
Percentage of Tested Scoring 65–100	86%	89%	91%	75%	80%	#
Percentage of Tested Scoring 85–100	34%	30%	47%	0%	10%	#
U.S. History and Government						
Number Tested	48	63	69	4	7	8
Number Scoring 55–100	44	63	68	#	7	8
Number Scoring 65–100	40	61	67	#	6	8
Number Scoring 85–100	8	32	37	#	1	3
Percentage of Tested Scoring 55–100	92%	100%	99%	#	100%	100%
Percentage of Tested Scoring 65–100	83%	97%	97%	#	86%	100%
Percentage of Tested Scoring 85–100	17%	51%	54%	#	14%	38%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	105	84	78	12	7	0
Number Scoring 55–100	98	79	72	10	5	0
Number Scoring 65–100	91	68	62	8	4	0
Number Scoring 85–100	16	7	6	1	0	0
Percentage of Tested Scoring 55–100	93%	94%	92%	83%	71%	0%
Percentage of Tested Scoring 65–100	87%	81%	79%	67%	57%	0%
Percentage of Tested Scoring 85–100	15%	8%	8%	8%	0%	0%
Physical Setting/Earth Science						
Number Tested	11	44	112	0	0	9
Number Scoring 55–100	10	42	100	0	0	8
Number Scoring 65–100	9	40	78	0	0	4
Number Scoring 85–100	3	11	21	0	0	1
Percentage of Tested Scoring 55–100	91%	95%	89%	0%	0%	89%
Percentage of Tested Scoring 65–100	82%	91%	70%	0%	0%	44%
Percentage of Tested Scoring 85–100	27%	25%	19%	0%	0%	11%
Physical Setting/Chemistry						
Number Tested	46	40	20	0	1	0
Number Scoring 55–100	46	39	19	0	#	0
Number Scoring 65–100	36	28	16	0	#	0
Number Scoring 85–100	8	1	2	0	#	0
Percentage of Tested Scoring 55–100	100%	97%	95%	0%	#	0%
Percentage of Tested Scoring 65–100	78%	70%	80%	0%	#	0%
Percentage of Tested Scoring 85–100	17%	3%	10%	0%	#	0%
Physical Setting/Physics						
Number Tested			5			0
Number Scoring 55–100			5			0
Number Scoring 65–100			5			0
Number Scoring 85–100			2			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			40%			0%

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
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	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	25	50	36	0	0	0
Number Scoring 55–100	25	50	36	0	0	0
Number Scoring 65–100	24	49	36	0	0	0
Number Scoring 85–100	13	26	18	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	52%	52%	50%	0%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	24	4	0	0	0	0
Number Scoring 55–100	19	#	0	0	0	0
Number Scoring 65–100	13	#	0	0	0	0
Number Scoring 85–100	5	#	0	0	0	0
Percentage of Tested Scoring 55–100	79%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	54%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	21%	#	0%	0%	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	32	97%	18	100%	24	83%
Students with Disabilities	5	100%	8	88%	5	80%

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	52	0%	60%	37%	4%
	Students with Disabilities	16	19%	75%	6%	0%
	All Students	68	4%	63%	29%	3%

(Form – I)

New York State Alternate Assessments (NYSAA)

2003–04

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

2000 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	50	50	50	7	7	7	57	57	57
Number Scoring 55–64	2	0	2	2	1	1	4	1	3
Number Scoring 65–84	25	18	31	4	3	5	29	21	36
Number Scoring 85–100	19	30	13	0	1	0	19	31	13
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)