

New York State District Report Card Comprehensive Information Report

BEDS Code: 25-09-01-06-0000
 Name: Canastota Central School District
 Superintendent: Frederick J. Bragan

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	118	119	121
First	129	119	122
Second	121	130	122
Third	126	119	130
Fourth	105	121	118
Fifth	127	110	120
Sixth	120	119	116
Ungraded Elementary	7	8	0
Seventh	138	112	122
Eighth	124	116	132
Ninth	116	123	126
Tenth	129	100	111
Eleventh	99	108	88
Twelfth	88	99	107
Ungraded Secondary	23	44	34
Total K-12 Enrollment	1570	1547	1569

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	11	0.7%	18	1.2%	21	1.3%
Black (Not Hispanic)	25	1.6%	36	2.3%	36	2.3%
Hispanic	11	0.7%	7	0.5%	13	0.8%
White (Not Hispanic)	1523	97.0%	1486	96.1%	1499	95.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	19	20
Common Branch	20	20	20
English Grade 8	23	17	19
Mathematics Grade 8	26	27	24
Science Grade 8	22	22	23
Social Studies Grade 8	0	0	23
English Grade 10	0	22	19
Mathematics Grade 10	23	32	18
Science Grade 10	0	0	22
Social Studies Grade 10	0	22	22

(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
NA	NA

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	0.1%	0	0.0%	0	0.0%
Eligible for Free Lunch	312	19.9%	337	21.8%	431	27.5%

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		95.0%		95.2%		95.9%
Student Suspensions	93	5.7%	98	6.2%	92	6.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.5%	7.0%	6.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	113
Total Other Professional Staff	14
Total Paraprofessionals	21
Teaching Out of Certification*	6

*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*	76	89	100
	Regents Diplomas	50	68	89
	% Regents Diplomas	66%	76%	89%
	Regents Diplomas with Advanced Designation**			39
	% Regents Diplomas with Advanced Designation			39%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	4	4	7
	Regents Diplomas	2	3	4
	% Regents Diplomas	50%	75%	57%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			29%
	IEP Diplomas or Local Certificates	3	9	5
All Students	Total Graduates*	80	93	107
	Regents Diplomas	52	71	93
	% Regents Diplomas	65%	76%	87%
	Regents Diplomas with Advanced Designation**			41
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates	3	9	5

* 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	41	35	3	2	17	0	1	1
	Percent	41%	35%	3%	2%	17%	0%	1%	1%
Students with Disabilities	Number	2	2	2	0	1	0	0	0
	Percent	29%	29%	29%	0%	14%	0%	0%	0%
All Students	Number	43	37	5	2	18	0	1	1
	Percent	40%	35%	5%	2%	17%	0%	1%	1%

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	20		19	4.5%	5	1.2%
	Entered GED Program*	0		0	0.0%	6	1.5%
	Total Noncompleters	20		19	4.5%	11	2.7%
Students with Disabilities	Dropped Out	1		2	2.9%	1	1.2%
	Entered GED Program*	0		0	0.0%	3	3.5%
	Total Noncompleters	1		2	2.9%	4	4.7%
All Students	Dropped Out	21	4.7%	21	4.3%	6	1.2%
	Entered GED Program*	0	0.0%	0	0.0%	9	1.8%
	Total Noncompleters	21	4.7%	21	4.3%	15	3.0%

*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)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	295
	Number of Students with Disabilities	0	0	79
	Number of All Students	0	0	374
	Percent of Enrollment	0%	0%	98%
9-12	Number of General-Education Students	0	0	374
	Number of Students with Disabilities	0	0	82
	Number of All Students	0	0	456
	Percent of Enrollment	0%	0%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	33	94%	24	92%	38	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	59	78%	73	77%	73	89%

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	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%	3	#	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	13	62%	2	#	5	100%
Science	8	25%	1	#	5	100%
Reading	1	#	4	#	1	#
Writing	1	#	4	#	1	#
Global Studies	4	#	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	69%	8	63%	16	63%
Science	9	56%	5	80%	11	82%
Reading	6	0%	7	14%	5	20%
Writing	5	100%	7	71%	8	75%
Global Studies	8	38%	6	33%	8	38%
U.S. Hist & Gov't	4	#	1	#	6	33%

(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	95	108	100	5	7	11
Number Scoring 55-100	89	103	92	3	6	8
Number Scoring 65-100	84	94	86	3	6	6
Number Scoring 85-100	36	49	36	1	1	1
Percentage of Tested Scoring 55-100	94%	95%	92%	60%	86%	73%
Percentage of Tested Scoring 65-100	88%	87%	86%	60%	86%	55%
Percentage of Tested Scoring 85-100	38%	45%	36%	20%	14%	9%
Mathematics A						
Number Tested	141	130	118	11	12	15
Number Scoring 55-100	111	119	112	9	11	12
Number Scoring 65-100	97	99	94	8	5	9
Number Scoring 85-100	10	17	17	0	0	0
Percentage of Tested Scoring 55-100	79%	92%	95%	82%	92%	80%
Percentage of Tested Scoring 65-100	69%	76%	80%	73%	42%	60%
Percentage of Tested Scoring 85-100	7%	13%	14%	0%	0%	0%
Mathematics B						
Number Tested	50	70	64	0	2	2
Number Scoring 55-100	47	44	54	0	#	#
Number Scoring 65-100	36	36	47	0	#	#
Number Scoring 85-100	3	7	7	0	#	#
Percentage of Tested Scoring 55-100	94%	63%	84%	0%	#	#
Percentage of Tested Scoring 65-100	72%	51%	73%	0%	#	#
Percentage of Tested Scoring 85-100	6%	10%	11%	0%	#	#
Global History and Geography						
Number Tested	133	110	135	14	10	17
Number Scoring 55-100	115	88	105	9	6	11
Number Scoring 65-100	106	74	86	8	3	8
Number Scoring 85-100	44	32	23	2	1	0
Percentage of Tested Scoring 55-100	86%	80%	78%	64%	60%	65%
Percentage of Tested Scoring 65-100	80%	67%	64%	57%	30%	47%
Percentage of Tested Scoring 85-100	33%	29%	17%	14%	10%	0%
U.S. History and Government						
Number Tested	121	117	100	6	9	11
Number Scoring 55-100	105	111	86	4	7	5
Number Scoring 65-100	97	99	79	4	4	4
Number Scoring 85-100	40	52	55	0	3	1
Percentage of Tested Scoring 55-100	87%	95%	86%	67%	78%	45%
Percentage of Tested Scoring 65-100	80%	85%	79%	67%	44%	36%
Percentage of Tested Scoring 85-100	33%	44%	55%	0%	33%	9%

(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	124	86	122	10	8	11
Number Scoring 55-100	120	84	116	10	8	10
Number Scoring 65-100	112	74	102	8	4	7
Number Scoring 85-100	26	24	34	1	0	0
Percentage of Tested Scoring 55-100	97%	98%	95%	100%	100%	91%
Percentage of Tested Scoring 65-100	90%	86%	84%	80%	50%	64%
Percentage of Tested Scoring 85-100	21%	28%	28%	10%	0%	0%
Physical Setting/Earth Science						
Number Tested	82	84	103	2	8	9
Number Scoring 55-100	77	78	93	#	7	7
Number Scoring 65-100	69	64	79	#	5	5
Number Scoring 85-100	24	15	17	#	0	0
Percentage of Tested Scoring 55-100	94%	93%	90%	#	88%	78%
Percentage of Tested Scoring 65-100	84%	76%	77%	#	62%	56%
Percentage of Tested Scoring 85-100	29%	18%	17%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	61	89	65	0	3	2
Number Scoring 55-100	58	81	53	0	#	#
Number Scoring 65-100	47	55	35	0	#	#
Number Scoring 85-100	6	10	7	0	#	#
Percentage of Tested Scoring 55-100	95%	91%	82%	0%	#	#
Percentage of Tested Scoring 65-100	77%	62%	54%	0%	#	#
Percentage of Tested Scoring 85-100	10%	11%	11%	0%	#	#
Physical Setting/Physics						
Number Tested		25	34		0	1
Number Scoring 55-100		24	33		0	#
Number Scoring 65-100		20	32		0	#
Number Scoring 85-100		7	14		0	#
Percentage of Tested Scoring 55-100		96%	97%		0%	#
Percentage of Tested Scoring 65-100		80%	94%		0%	#
Percentage of Tested Scoring 85-100		28%	41%		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	17	20	25	0	1	1
Number Scoring 55-100	17	20	25	0	#	#
Number Scoring 65-100	17	20	25	0	#	#
Number Scoring 85-100	5	14	15	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	29%	70%	60%	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	1	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	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	51	43	37	1	1	0
Number Scoring 55-100	51	42	34	#	#	0
Number Scoring 65-100	51	42	34	#	#	0
Number Scoring 85-100	30	20	19	#	#	0
Percentage of Tested Scoring 55-100	100%	98%	92%	#	#	0%
Percentage of Tested Scoring 65-100	100%	98%	92%	#	#	0%
Percentage of Tested Scoring 85-100	59%	47%	51%	#	#	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	98	3%	4%	55%	38%
	Students with Disabilities	21	48%	10%	43%	0%
	All Students	119	11%	5%	53%	31%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	102	0%	34%	55%	11%
	Students with Disabilities	28	0%	93%	7%	0%
	All Students	130	0%	47%	45%	8%

(Form – I)

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	2	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	97	97	97	13	13	13	110	110	110
Number Scoring 55–64	4	1	4	3	2	3	7	3	7
Number Scoring 65–84	43	42	54	4	3	6	47	45	60
Number Scoring 85–100	44	48	35	2	3	1	46	51	36
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 K-1)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 2-4)						
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 2-4)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 5-6)						
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 5-6)						
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

*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 - K)