

New York State School Report Card Comprehensive Information Report

BEDS Code: 02-11-02-04-0001

Grade Range : PK-12

Name: Canaseraga School

Principal: Charles Rundell

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	17	10
Kindergarten	17	19	22
First	20	16	18
Second	30	14	16
Third	19	27	15
Fourth	18	18	24
Fifth	30	20	19
Sixth	25	27	20
Ungraded Elementary	0	13	14
Seventh	35	26	28
Eighth	32	31	29
Ninth	20	32	29
Tenth	31	21	35
Eleventh	29	30	24
Twelfth	16	27	25
Ungraded Secondary	0	3	4
Total K-12 Enrollment	322	324	322

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	0	0.0%	2	0.6%	0	0.0%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	322	100.0%	322	99.4%	322	100.0%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	17	20	22
Common Branch	16	18	16
English Grade 8	15	11	13
Mathematics Grade 8	10	12	12
Science Grade 8	14	12	30
Social Studies Grade 8	15	12	13
English Grade 10	24	23	18
Mathematics Grade 10	25	12	15
Science Grade 10	12	23	31
Social Studies Grade 10	15	23	17

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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%	0	0.0%
Eligible for Free Lunch	61	18.9%	84	25.9%	77	23.9%

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		96.8%		96.4%		91.0%
Student Suspensions	7	2.1%	0	0.0%	6	1.8%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	15.8%	10.8%	13.4%
Public Assistance	41-50%	41-50%	21-30%
Student Stability	94%	100%	96%

Staff Counts

Staff	2002–2003
Total Teachers	31
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	13	6	46%	25	10	40%	23	3	13%
Students with Disabilities	3	0	0%	1	0	0%	4	0	0%
All Students	16	6	38%	26	10	38%	27	3	11%

*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	5	12	1	4	4	1
Percent	19%	44%	4%	15%	15%	4%

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)
4	0	0	4

*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			4		2	
	Entered GED Program*			0		0	
	Total Noncompleters			4		2	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
All Students	Dropped Out	6	6.3%	4	3.6%	4	3.5%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	6	6.3%	4	3.6%	4	3.5%

*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	24
	Number of Students with Disabilities		0	8
	Number of All Students		0	32
	Percent of Enrollment		0%	40%
9-12	Number of General-Education Students		83	65
	Number of Students with Disabilities		11	11
	Number of All Students		94	76
	Percent of Enrollment		84%	66%

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%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	27	85%	21	90%	0	0%

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%	0	0%

(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	2	#	1	#	4	#
Science	3	#	6	100%	0	0%
Reading	0	0%	2	#	6	100%
Writing	0	0%	2	#	3	#
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	1	#	2	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	38%	8	50%	12	75%
Science	7	57%	6	50%	1	#
Reading	1	#	4	#	14	100%
Writing	2	#	4	#	14	64%
Global Studies	7	29%	4	#	4	#
U.S. Hist & Gov't	1	#	3	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	28	24	24	3	4	3
Number Scoring 55–100	27	17	19	#	#	#
Number Scoring 65–100	25	9	15	#	#	#
Number Scoring 85–100	8	2	2	#	#	#
Percentage of Tested Scoring 55–100	96%	71%	79%	#	#	#
Percentage of Tested Scoring 65–100	89%	38%	62%	#	#	#
Percentage of Tested Scoring 85–100	29%	8%	8%	#	#	#
Mathematics A						
Number Tested	0	0	32	0	0	2
Number Scoring 55–100	0	0	27	0	0	#
Number Scoring 65–100	0	0	24	0	0	#
Number Scoring 85–100	0	0	6	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	84%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	75%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	19%	0%	0%	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	10	0	0	0
Number Scoring 55–100	0	0	8	0	0	0
Number Scoring 65–100	0	0	5	0	0	0
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	80%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	50%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	10%	0%	0%	0%
Global History and Geography						
Number Tested	31	11	31	7	2	3
Number Scoring 55–100	27	9	28	4	#	#
Number Scoring 65–100	20	7	25	3	#	#
Number Scoring 85–100	4	2	9	0	#	#
Percentage of Tested Scoring 55–100	87%	82%	90%	57%	#	#
Percentage of Tested Scoring 65–100	65%	64%	81%	43%	#	#
Percentage of Tested Scoring 85–100	13%	18%	29%	0%	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	27	23	19	2	3	1
Number Scoring 55–100	27	17	18	#	#	#
Number Scoring 65–100	21	13	18	#	#	#
Number Scoring 85–100	7	1	3	#	#	#
Percentage of Tested Scoring 55–100	100%	74%	95%	#	#	#
Percentage of Tested Scoring 65–100	78%	57%	95%	#	#	#
Percentage of Tested Scoring 85–100	26%	4%	16%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	21	8	30	3	0	3
Number Scoring 55–100	21	8	30	#	0	#
Number Scoring 65–100	19	8	28	#	0	#
Number Scoring 85–100	4	3	6	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	90%	100%	93%	#	0%	#
Percentage of Tested Scoring 85–100	19%	38%	20%	#	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	25	38	32	1	5	9
Number Scoring 55–100	19	35	27	#	4	5
Number Scoring 65–100	16	28	24	#	2	4
Number Scoring 85–100	8	8	8	#	0	0
Percentage of Tested Scoring 55–100	76%	92%	84%	#	80%	56%
Percentage of Tested Scoring 65–100	64%	74%	75%	#	40%	44%
Percentage of Tested Scoring 85–100	32%	21%	25%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		16	2		1	0
Number Scoring 55–100		13	#		#	0
Number Scoring 65–100		8	#		#	0
Number Scoring 85–100		2	#		#	0
Percentage of Tested Scoring 55–100		81%	#		#	0%
Percentage of Tested Scoring 65–100		50%	#		#	0%
Percentage of Tested Scoring 85–100		12%	#		#	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	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	8	4	39	0	0	0
Number Scoring 55–100	8	#	39	0	0	0
Number Scoring 65–100	8	#	39	0	0	0
Number Scoring 85–100	3	#	16	0	0	0
Percentage of Tested Scoring 55–100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	#	41%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	21	12	4	4	0	0
Number Scoring 55–100	11	6	#	#	0	0
Number Scoring 65–100	8	3	#	#	0	0
Number Scoring 85–100	0	1	#	#	0	0
Percentage of Tested Scoring 55–100	52%	50%	#	#	0%	0%
Percentage of Tested Scoring 65–100	38%	25%	#	#	0%	0%
Percentage of Tested Scoring 85–100	0%	8%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	8	7	0	0	0	0
Number Scoring 55–100	7	6	0	0	0	0
Number Scoring 65–100	6	4	0	0	0	0
Number Scoring 85–100	3	0	0	0	0	0
Percentage of Tested Scoring 55–100	88%	86%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	75%	57%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	0%	0%	0%	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	14	93%	18	94%	3	#
Students with Disabilities	1	#	3	#	9	100%

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	21	10%	5%	62%	24%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	21	10%	5%	62%	24%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	27	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	31	10%	42%	45%	3%

(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	23	23	23	5	5	5	28	28	28
Number Scoring 55–64	4	4	4	1	0	2	5	4	6
Number Scoring 65–84	13	11	16	2	1	0	15	12	16
Number Scoring 85–100	3	1	2	0	0	0	3	1	2
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)