

# New York State School Report Card Comprehensive Information Report

BEDS Code: 27-03-01-04-0002  
 Name: Canajoharie Senior High School  
 Principal: Donald Bowden

Grade Range : 9-12

## 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	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	98	91	97
Tenth	106	102	89
Eleventh	96	103	95
Twelfth	99	91	92
Ungraded Secondary	0	0	0
Total K-12 Enrollment	399	387	373

## 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	3	0.8%	2	0.5%	5	1.3%
Black (Not Hispanic)	4	1.0%	6	1.6%	3	0.8%
Hispanic	0	0.0%	1	0.3%	0	0.0%
White (Not Hispanic)	392	98.2%	378	97.7%	365	97.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	19	17
Mathematics Grade 10	15	21	11
Science Grade 10	16	17	14
Social Studies Grade 10	21	14	13

(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
46	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 lower 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	1	0.3%	4	1.0%	1	0.3%
Eligible for Free Lunch	59	14.8%	92	23.8%	63	16.9%

### 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		95.4%		95.1%		95.5%
Student Suspensions	44	10.9%	25	6.3%	54	14.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.3%	9.6%	6.4%
Public Assistance	31-40%	11-20%	11-20%
Student Stability	96%	95%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	34
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	77	43	56%	65	55	85%	72	51	71%
Students with Disabilities	4	0	0%	4	0	0%	2	0	0%
All Students	81	43	53%	69	55	80%	74	51	69%

\*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	23	31	0	6	14	0
Percent	31%	42%	0%	8%	19%	0%

## 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)
2	0	3	5

\*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			10		7	
	Entered GED Program*			3		3	
	Total Noncompleters			13		10	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	11	2.8%	11	2.8%	8	2.1%
	Entered GED Program*	4	1.0%	3	0.8%	3	0.8%
	Total Noncompleters	15	3.8%	14	3.6%	11	2.9%

\*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## 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	0	0%	0	0%	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	0	0%	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	0	0%	1	#	3	#
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	5	80%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	4	#	16	56%
Science	1	#	2	#	8	75%
Reading	0	0%	0	0%	7	29%
Writing	0	0%	0	0%	9	33%
Global Studies	1	#	2	#	12	92%
U.S. Hist & Gov't	3	#	1	#	9	44%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	90	79	98	5	3	8
Number Scoring 55–100	89	76	93	5	#	6
Number Scoring 65–100	80	71	86	1	#	3
Number Scoring 85–100	28	31	55	0	#	0
Percentage of Tested Scoring 55–100	99%	96%	95%	100%	#	75%
Percentage of Tested Scoring 65–100	89%	90%	88%	20%	#	38%
Percentage of Tested Scoring 85–100	31%	39%	56%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	0	88	124	0	4	13
Number Scoring 55–100	0	69	112	0	#	9
Number Scoring 65–100	0	63	100	0	#	8
Number Scoring 85–100	0	30	16	0	#	0
Percentage of Tested Scoring 55–100	0%	78%	90%	0%	#	69%
Percentage of Tested Scoring 65–100	0%	72%	81%	0%	#	62%
Percentage of Tested Scoring 85–100	0%	34%	13%	0%	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	5	0	0	0
Number Scoring 55–100	0	0	4	0	0	0
Number Scoring 65–100	0	0	4	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	80%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	80%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	60%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	112	87	108	7	3	13
Number Scoring 55–100	108	81	100	5	#	9
Number Scoring 65–100	88	74	88	4	#	7
Number Scoring 85–100	16	15	24	0	#	1
Percentage of Tested Scoring 55–100	96%	93%	93%	71%	#	69%
Percentage of Tested Scoring 65–100	79%	85%	81%	57%	#	54%
Percentage of Tested Scoring 85–100	14%	17%	22%	0%	#	8%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	85	84	122	5	3	10
Number Scoring 55–100	75	78	112	2	#	4
Number Scoring 65–100	65	66	97	0	#	3
Number Scoring 85–100	31	26	40	0	#	0
Percentage of Tested Scoring 55–100	88%	93%	92%	40%	#	40%
Percentage of Tested Scoring 65–100	76%	79%	80%	0%	#	30%
Percentage of Tested Scoring 85–100	36%	31%	33%	0%	#	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	95	78	105	4	3	13
Number Scoring 55–100	94	76	104	#	#	12
Number Scoring 65–100	92	74	100	#	#	10
Number Scoring 85–100	30	24	35	#	#	0
Percentage of Tested Scoring 55–100	99%	97%	99%	#	#	92%
Percentage of Tested Scoring 65–100	97%	95%	95%	#	#	77%
Percentage of Tested Scoring 85–100	32%	31%	33%	#	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	77	79	66	1	7	2
Number Scoring 55–100	74	77	63	#	7	#
Number Scoring 65–100	68	73	60	#	5	#
Number Scoring 85–100	36	32	32	#	0	#
Percentage of Tested Scoring 55–100	96%	97%	95%	#	100%	#
Percentage of Tested Scoring 65–100	88%	92%	91%	#	71%	#
Percentage of Tested Scoring 85–100	47%	41%	48%	#	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		33	47		0	0
Number Scoring 55–100		29	43		0	0
Number Scoring 65–100		20	34		0	0
Number Scoring 85–100		2	11		0	0
Percentage of Tested Scoring 55–100		88%	91%		0%	0%
Percentage of Tested Scoring 65–100		61%	72%		0%	0%
Percentage of Tested Scoring 85–100		6%	23%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	16	11	0	0	0	0
Number Scoring 55–100	14	11	0	0	0	0
Number Scoring 65–100	12	11	0	0	0	0
Number Scoring 85–100	8	0	0	0	0	0
Percentage of Tested Scoring 55–100	88%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	75%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	0%	0%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
Number Tested	1	0	0	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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	42	62	46	0	0	0
Number Scoring 55–100	41	61	44	0	0	0
Number Scoring 65–100	41	58	39	0	0	0
Number Scoring 85–100	22	35	13	0	0	0
Percentage of Tested Scoring 55–100	98%	98%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	94%	85%	0%	0%	0%
Percentage of Tested Scoring 85–100	52%	56%	28%	0%	0%	0%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	106	20	2	0	0	0
Number Scoring 55–100	83	15	#	0	0	0
Number Scoring 65–100	74	13	#	0	0	0
Number Scoring 85–100	29	2	#	0	0	0
Percentage of Tested Scoring 55–100	78%	75%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	70%	65%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	27%	10%	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	25	40	8	0	0	0
Number Scoring 55–100	25	33	5	0	0	0
Number Scoring 65–100	25	27	3	0	0	0
Number Scoring 85–100	13	16	1	0	0	0
Percentage of Tested Scoring 55–100	100%	82%	62%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	68%	38%	0%	0%	0%
Percentage of Tested Scoring 85–100	52%	40%	12%	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	23	100%	11	100%	42	98%
Students with Disabilities	3	#	1	#	6	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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	78	78	78	3	3	3	81	81	81
Number Scoring 55–64	#	#	#	#	#	#	3	7	2
Number Scoring 65–84	#	#	#	#	#	#	57	45	38
Number Scoring 85–100	#	#	#	#	#	#	17	27	39
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)