

# New York State District Report Card Comprehensive Information Report

BEDS Code: 24-02-01-04-0000  
 Name: Caledonia-Mumford Central School District  
 Superintendent: David V. Dinolfo

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	79	83	63
First	70	85	85
Second	86	72	85
Third	87	86	70
Fourth	82	95	89
Fifth	83	89	94
Sixth	103	90	88
Ungraded Elementary	4	0	0
Seventh	85	105	93
Eighth	85	93	102
Ninth	104	90	93
Tenth	96	98	84
Eleventh	91	100	92
Twelfth	115	94	95
Ungraded Secondary	9	0	0
Total K-12 Enrollment	1179	1180	1133

## 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	0.6%	10	0.8%	9	0.8%
Black (Not Hispanic)	43	3.6%	44	3.7%	40	3.5%
Hispanic	10	0.8%	7	0.6%	5	0.4%
White (Not Hispanic)	1119	94.9%	1119	94.8%	1079	95.2%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	21	16
Common Branch	21	20	19
English Grade 8	22	23	20
Mathematics Grade 8	21	25	23
Science Grade 8	22	23	20
Social Studies Grade 8	22	22	21
English Grade 10	19	18	19
Mathematics Grade 10	24	17	16
Science Grade 10	15	18	17
Social Studies Grade 10	18	15	0

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	110	9.3%	140	11.9%	137	12.1%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.9%		95.7%		96.3%
<b>Student Suspensions</b>	85	7.0%	35	3.0%	46	3.9%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	5.4%	3.6%	4.7%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	99
Total Other Professional Staff	12
Total Paraprofessionals	17
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	98	86	88%	85	66	78%	81	63	78%
Students with Disabilities	10	3	30%	8	1	12%	7	2	29%
All Students	108	89	82%	93	67	72%	88	65	74%

\*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	30	40	1	2	14	1
Percent	34%	45%	1%	2%	16%	1%

## 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)
7	2	0	7

\*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	3		4		7	2.1%
	Entered GED Program*	1		0		2	0.6%
	Total Noncompleters	4		4		9	2.7%
Students with Disabilities	Dropped Out	1		3		4	9.8%
	Entered GED Program*	1		4		3	7.3%
	Total Noncompleters	2		7		7	17.1%
All Students	Dropped Out	4	1.0%	7	1.8%	11	2.9%
	Entered GED Program*	2	0.5%	4	1.0%	5	1.3%
	Total Noncompleters	6	1.5%	11	2.9%	16	4.2%

\*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	2001-02	2002-03	2003-04
K-1	56%	0%	0%
2-3	92%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	153	95	94
	Number of Students with Disabilities	21	5	8
	Number of All Students	174	100	102
	Percent of Enrollment	63%	35%	36%
9-12	Number of General-Education Students	363	341	327
	Number of Students with Disabilities	49	41	37
	Number of All Students	412	382	364
	Percent of Enrollment	100%	100%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	16		
Completed and Passed Regents Exams	16	100%	77%
Completed and had Course Average of 75% or More	16	100%	81%
Completed and Attained a HS Diploma or Equivalent	16	100%	96%
Completed and Whose Status is Known	16		
Completed and Were Successfully Placed	16	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	0	.	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# 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%	26	96%	17	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	57	96%	70	69%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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	#	2	#

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	4	#	7	86%
Science	6	83%	3	#	2	#
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	4	#
Global Studies	2	#	3	#	4	#
U.S. Hist & Gov't	1	#	0	0%	7	71%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	92	96	92	9	6	11
Number Scoring 55-100	87	93	89	9	6	8
Number Scoring 65-100	79	85	88	7	5	7
Number Scoring 85-100	41	39	43	2	1	1
Percentage of Tested Scoring 55-100	95%	97%	97%	100%	100%	73%
Percentage of Tested Scoring 65-100	86%	89%	96%	78%	83%	64%
Percentage of Tested Scoring 85-100	45%	41%	47%	22%	17%	9%
<b>Mathematics A</b>						
Number Tested	112	113	93	10	11	8
Number Scoring 55-100	96	100	92	8	7	7
Number Scoring 65-100	75	85	90	4	5	6
Number Scoring 85-100	31	19	47	0	0	0
Percentage of Tested Scoring 55-100	86%	88%	99%	80%	64%	88%
Percentage of Tested Scoring 65-100	67%	75%	97%	40%	45%	75%
Percentage of Tested Scoring 85-100	28%	17%	51%	0%	0%	0%
<b>Mathematics B</b>						
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%
<b>Global History and Geography</b>						
Number Tested	98	96	87	9	10	10
Number Scoring 55-100	97	92	83	8	8	7
Number Scoring 65-100	92	89	82	5	7	7
Number Scoring 85-100	19	44	43	0	0	0
Percentage of Tested Scoring 55-100	99%	96%	95%	89%	80%	70%
Percentage of Tested Scoring 65-100	94%	93%	94%	56%	70%	70%
Percentage of Tested Scoring 85-100	19%	46%	49%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	92	92	91	11	6	10
Number Scoring 55-100	91	91	89	10	6	8
Number Scoring 65-100	88	88	83	10	6	6
Number Scoring 85-100	47	43	45	0	1	0
Percentage of Tested Scoring 55-100	99%	99%	98%	91%	100%	80%
Percentage of Tested Scoring 65-100	96%	96%	91%	91%	100%	60%
Percentage of Tested Scoring 85-100	51%	47%	49%	0%	17%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	110	86	87	9	9	7
Number Scoring 55-100	110	84	87	9	9	7
Number Scoring 65-100	110	83	85	9	8	6
Number Scoring 85-100	57	32	39	1	0	0
Percentage of Tested Scoring 55-100	100%	98%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	97%	98%	100%	89%	86%
Percentage of Tested Scoring 85-100	52%	37%	45%	11%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	90	96	89	12	10	7
Number Scoring 55-100	82	87	85	8	8	6
Number Scoring 65-100	76	81	77	6	7	5
Number Scoring 85-100	19	27	18	0	0	0
Percentage of Tested Scoring 55-100	91%	91%	96%	67%	80%	86%
Percentage of Tested Scoring 65-100	84%	84%	87%	50%	70%	71%
Percentage of Tested Scoring 85-100	21%	28%	20%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	25	61	35	0	0	0
Number Scoring 55-100	23	57	35	0	0	0
Number Scoring 65-100	18	47	32	0	0	0
Number Scoring 85-100	8	13	9	0	0	0
Percentage of Tested Scoring 55-100	92%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	72%	77%	91%	0%	0%	0%
Percentage of Tested Scoring 85-100	32%	21%	26%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			17			0
Number Scoring 55-100			17			0
Number Scoring 65-100			16			0
Number Scoring 85-100			7			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			94%			0%
Percentage of Tested Scoring 85-100			41%			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
<b>Comprehensive French</b>						
Number Tested	22	19	24	0	0	0
Number Scoring 55-100	22	18	24	0	0	0
Number Scoring 65-100	22	16	24	0	0	0
Number Scoring 85-100	13	4	9	0	0	0
Percentage of Tested Scoring 55-100	100%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	84%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	59%	21%	38%	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	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 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	24	40	24	0	0	0
Number Scoring 55-100	24	39	23	0	0	0
Number Scoring 65-100	22	39	22	0	0	0
Number Scoring 85-100	17	16	11	0	0	0
Percentage of Tested Scoring 55-100	100%	97%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	97%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	71%	40%	46%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	55	67	34	1	3	0
Number Scoring 55-100	54	63	26	#	#	0
Number Scoring 65-100	53	59	22	#	#	0
Number Scoring 85-100	32	34	12	#	#	0
Percentage of Tested Scoring 55-100	98%	94%	76%	#	#	0%
Percentage of Tested Scoring 65-100	96%	88%	65%	#	#	0%
Percentage of Tested Scoring 85-100	58%	51%	35%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	38	100%	35	94%	50	98%
Students with Disabilities	6	83%	6	83%	10	60%

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
<b>Nov 2003</b>	General-Education Students	85	4%	12%	71%	14%
	Students with Disabilities	10	30%	0%	70%	0%
	All Students	95	6%	11%	71%	13%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	95	1%	49%	42%	7%
	Students with Disabilities	10	0%	90%	10%	0%
	All Students	105	1%	53%	39%	7%

(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
<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

## 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	82	82	82	8	8	8	90	90	90
Number Scoring 55–64	0	0	0	1	0	0	1	0	0
Number Scoring 65–84	61	39	36	5	5	7	66	44	43
Number Scoring 85–100	20	40	45	1	1	1	21	41	46
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)