

# New York State School Report Card Comprehensive Information Report

BEDS Code: 25-02-01-06-0002  
 Name: Cazenovia Hs  
 Principal: Eric Schnabl

Grade Range : 8-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	154	166	154
Ninth	160	156	171
Tenth	156	159	154
Eleventh	139	147	156
Twelfth	159	140	142
Ungraded Secondary	0	0	0
Total K-12 Enrollment	768	768	777

## 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	8	1.0%	10	1.3%	12	1.5%
Black (Not Hispanic)	3	0.4%	5	0.7%	6	0.8%
Hispanic	8	1.0%	9	1.2%	10	1.3%
White (Not Hispanic)	749	97.5%	744	96.9%	749	96.4%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	19	20
Mathematics Grade 8	19	24	20
Science Grade 8	0	22	20
Social Studies Grade 8	26	27	25
English Grade 10	21	19	19
Mathematics Grade 10	18	17	15
Science Grade 10	24	21	22
Social Studies Grade 10	19	23	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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	1	0.1%	2	0.3%
Eligible for Free Lunch	43	5.6%	36	4.7%	43	5.5%

### 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		94.3%		94.1%		94.5%
Student Suspensions	35	4.8%	43	5.6%	52	6.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	3.5%	3.0%	2.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	99%	97%

### Staff Counts

Staff	2004-05
Total Teachers	52
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*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
<b>General-Education Students</b>	Total Graduates*	134	123	114
	Regents Diplomas	112	102	113
	% Regents Diplomas	84%	83%	99%
	Regents Diplomas with Advanced Designation**			94
	% Regents Diplomas with Advanced Designation			82%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	18	7	17
	Regents Diplomas	3	3	14
	% Regents Diplomas	17%	43%	82%
	Regents Diplomas with Advanced Designation**			3
	% Regents Diplomas with Advanced Designation			18%
	IEP Diplomas or Local Certificates	0	8	6
<b>All Students</b>	Total Graduates*	152	130	131
	Regents Diplomas	115	105	127
	% Regents Diplomas	76%	81%	97%
	Regents Diplomas with Advanced Designation**			97
	% Regents Diplomas with Advanced Designation			74%
	IEP Diplomas or Local Certificates	0	8	6

\* 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
<b>General-Education Students</b>	<b>Number</b>	78	26	0	3	2	0	4	1
	<b>Percent</b>	68%	23%	0%	3%	2%	0%	4%	1%
<b>Students with Disabilities</b>	<b>Number</b>	4	8	0	0	2	0	3	0
	<b>Percent</b>	24%	47%	0%	0%	12%	0%	18%	0%
<b>All Students</b>	<b>Number</b>	82	34	0	3	4	0	7	1
	<b>Percent</b>	63%	26%	0%	2%	3%	0%	5%	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.
<b>General-Education Students</b>	Dropped Out	4		3	0.6%	1	0.2%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	5		3	0.6%	1	0.2%
<b>Students with Disabilities</b>	Dropped Out	3		1	1.1%	1	1.1%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	4		1	1.1%	1	1.1%
<b>All Students</b>	Dropped Out	7	1.1%	4	0.7%	2	0.3%
	Entered GED Program*	2	0.3%	0	0.0%	0	0.0%
	Total Noncompleters	9	1.5%	4	0.7%	2	0.3%

\*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	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	148	148
	Number of Students with Disabilities	0	18	18
	Number of All Students	0	166	166
	Percent of Enrollment	0%	28%	27%

(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	17	41%	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%	2	#	24	100%

## 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%	0	0%	1	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	0	0%
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	2	#	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	3	#

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	127	144	147	6	18	14
Number Scoring 55-100	119	143	143	3	17	11
Number Scoring 65-100	107	136	138	3	14	10
Number Scoring 85-100	56	82	82	0	1	1
Percentage of Tested Scoring 55-100	94%	99%	97%	50%	94%	79%
Percentage of Tested Scoring 65-100	84%	94%	94%	50%	78%	71%
Percentage of Tested Scoring 85-100	44%	57%	56%	0%	6%	7%
<b>Mathematics A</b>						
Number Tested	160	122	151	18	12	22
Number Scoring 55-100	154	122	149	13	12	21
Number Scoring 65-100	150	119	148	12	9	21
Number Scoring 85-100	84	69	74	3	2	2
Percentage of Tested Scoring 55-100	96%	100%	99%	72%	100%	95%
Percentage of Tested Scoring 65-100	94%	98%	98%	67%	75%	95%
Percentage of Tested Scoring 85-100	53%	57%	49%	17%	17%	9%
<b>Mathematics B</b>						
Number Tested	103	121	109	2	4	5
Number Scoring 55-100	94	118	100	#	#	3
Number Scoring 65-100	82	111	91	#	#	2
Number Scoring 85-100	27	52	21	#	#	1
Percentage of Tested Scoring 55-100	91%	98%	92%	#	#	60%
Percentage of Tested Scoring 65-100	80%	92%	83%	#	#	40%
Percentage of Tested Scoring 85-100	26%	43%	19%	#	#	20%
<b>Global History and Geography</b>						
Number Tested	147	141	121	19	13	14
Number Scoring 55-100	144	139	119	18	11	13
Number Scoring 65-100	139	133	118	17	7	12
Number Scoring 85-100	81	90	80	0	1	4
Percentage of Tested Scoring 55-100	98%	99%	98%	95%	85%	93%
Percentage of Tested Scoring 65-100	95%	94%	98%	89%	54%	86%
Percentage of Tested Scoring 85-100	55%	64%	66%	0%	8%	29%
<b>U.S. History and Government</b>						
Number Tested	130	146	86	6	20	4
Number Scoring 55-100	130	145	83	6	20	#
Number Scoring 65-100	127	144	82	5	20	#
Number Scoring 85-100	92	100	71	2	2	#
Percentage of Tested Scoring 55-100	100%	99%	97%	100%	100%	#
Percentage of Tested Scoring 65-100	98%	99%	95%	83%	100%	#
Percentage of Tested Scoring 85-100	71%	68%	83%	33%	10%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	159	139	132	17	16	18
Number Scoring 55-100	157	135	131	17	15	18
Number Scoring 65-100	157	133	130	17	14	17
Number Scoring 85-100	77	79	71	1	1	6
Percentage of Tested Scoring 55-100	99%	97%	99%	100%	94%	100%
Percentage of Tested Scoring 65-100	99%	96%	98%	100%	88%	94%
Percentage of Tested Scoring 85-100	48%	57%	54%	6%	6%	33%
<b>Physical Setting/Earth Science</b>						
Number Tested	118	139	173	20	22	16
Number Scoring 55-100	116	139	171	18	22	14
Number Scoring 65-100	112	136	167	14	19	12
Number Scoring 85-100	68	73	100	4	2	2
Percentage of Tested Scoring 55-100	98%	100%	99%	90%	100%	88%
Percentage of Tested Scoring 65-100	95%	98%	97%	70%	86%	75%
Percentage of Tested Scoring 85-100	58%	53%	58%	20%	9%	12%
<b>Physical Setting/Chemistry</b>						
Number Tested	91	123	105	1	4	3
Number Scoring 55-100	89	122	105	#	#	#
Number Scoring 65-100	83	119	104	#	#	#
Number Scoring 85-100	34	55	43	#	#	#
Percentage of Tested Scoring 55-100	98%	99%	100%	#	#	#
Percentage of Tested Scoring 65-100	91%	97%	99%	#	#	#
Percentage of Tested Scoring 85-100	37%	45%	41%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		58	83		1	4
Number Scoring 55-100		58	78		#	#
Number Scoring 65-100		55	75		#	#
Number Scoring 85-100		24	43		#	#
Percentage of Tested Scoring 55-100		100%	94%		#	#
Percentage of Tested Scoring 65-100		95%	90%		#	#
Percentage of Tested Scoring 85-100		41%	52%		#	#

\* 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
<b>Comprehensive French</b>						
Number Tested	22	40	27	0	0	0
Number Scoring 55-100	22	40	27	0	0	0
Number Scoring 65-100	21	38	27	0	0	0
Number Scoring 85-100	13	19	7	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	59%	47%	26%	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	62	54	54	0	0	2
Number Scoring 55-100	62	54	54	0	0	#
Number Scoring 65-100	62	54	54	0	0	#
Number Scoring 85-100	40	48	39	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	65%	89%	72%	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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	1	#	#	#	#
	Students with Disabilities	0	#	#	#	#
	All Students	1	#	#	#	#

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	125	0%	2%	53%	45%
	Students with Disabilities	18	0%	33%	33%	33%
	All Students	143	0%	6%	50%	43%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	115	115	115	24	24	24	139	139	139
Number Scoring 55–64	2	1	0	1	0	0	3	1	0
Number Scoring 65–84	32	21	33	15	16	18	47	37	51
Number Scoring 85–100	78	91	82	0	1	1	78	92	83
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
<b>Listening and Speaking (Grade 7–8)</b>						
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
<b>Reading and Writing (Grade 7–8)</b>						
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
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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 – L)