

# New York State School Report Card Comprehensive Information Report

BEDS Code: 57-07-01-04-0001  
 Name: Canisteo Junior-Senior High School  
 Principal: Josephine Barnard

Grade Range : 7-12

## 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	90	81	79
Eighth	84	88	79
Ninth	72	81	83
Tenth	59	58	90
Eleventh	71	52	58
Twelfth	63	60	58
Ungraded Secondary	0	0	0
Total K-12 Enrollment	439	420	447

## 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	7	1.6%	7	1.7%	5	1.1%
Black (Not Hispanic)	2	0.5%	3	0.7%	3	0.7%
Hispanic	3	0.7%	1	0.2%	1	0.2%
White (Not Hispanic)	427	97.3%	409	97.4%	438	98.0%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	21	0
Mathematics Grade 8	24	23	21
Science Grade 8	20	22	0
Social Studies Grade 8	21	22	19
English Grade 10	20	21	0
Mathematics Grade 10	14	16	0
Science Grade 10	0	11	34
Social Studies Grade 10	18	21	20

(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
47	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 middle 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	8	1.8%	5	1.2%	6	1.3%
Eligible for Free Lunch	130	29.6%	93	22.1%	109	24.4%

### 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		96.0%		96.3%		96.4%
Student Suspensions	60	14.1%	44	10.0%	53	12.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	17.3%	12.6%	12.3%
Public Assistance	21-30%	21-30%	31-40%
Student Stability	100%	100%	88%

### Staff Counts

Staff	2002–2003
Total Teachers	33
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	5
Teachers with Temporary Licenses	4

\*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	49	23	47%	49	24	49%	47	25	53%
Students with Disabilities	5	0	0%	2	0	0%	3	0	0%
All Students	54	23	43%	51	24	47%	50	25	50%

\*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	22	17	0	4	6	1
Percent	44%	34%	0%	8%	12%	2%

## 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)
3	0	8	11

\*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			6		7	
	Entered GED Program*			1		5	
	Total Noncompleters			7		12	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			2		0	
	Total Noncompleters			2		3	
All Students	Dropped Out	7	2.6%	6	2.4%	10	3.5%
	Entered GED Program*	2	0.8%	3	1.2%	5	1.7%
	Total Noncompleters	9	3.4%	9	3.6%	15	5.2%

\*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		35	65
	Number of Students with Disabilities		0	14
	Number of All Students		35	79
	Percent of Enrollment		21%	50%
9-12	Number of General-Education Students		29	51
	Number of Students with Disabilities		0	7
	Number of All Students		29	58
	Percent of Enrollment		12%	20%

## 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	70	93%	47	87%	35	97%

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

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	78%	5	80%	7	100%
Science	16	75%	0	0%	0	0%
Reading	7	86%	4	#	0	0%
Writing	2	#	4	#	0	0%
Global Studies	1	#	2	#	1	#
U.S. Hist & Gov't	4	#	2	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	58	55	68	4	4	5
Number Scoring 55–100	56	51	66	#	#	5
Number Scoring 65–100	49	41	65	#	#	5
Number Scoring 85–100	7	14	26	#	#	2
Percentage of Tested Scoring 55–100	97%	93%	97%	#	#	100%
Percentage of Tested Scoring 65–100	84%	75%	96%	#	#	100%
Percentage of Tested Scoring 85–100	12%	25%	38%	#	#	40%
<b>Mathematics A</b>						
Number Tested	0	48	89	0	7	7
Number Scoring 55–100	0	34	75	0	4	4
Number Scoring 65–100	0	30	64	0	3	3
Number Scoring 85–100	0	8	6	0	1	0
Percentage of Tested Scoring 55–100	0%	71%	84%	0%	57%	57%
Percentage of Tested Scoring 65–100	0%	62%	72%	0%	43%	43%
Percentage of Tested Scoring 85–100	0%	17%	7%	0%	14%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	22	0	0	1
Number Scoring 55–100	0	0	19	0	0	#
Number Scoring 65–100	0	0	11	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	50%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	47	59	83	5	8	10
Number Scoring 55–100	46	57	78	5	8	8
Number Scoring 65–100	42	51	74	4	6	8
Number Scoring 85–100	16	20	25	0	0	1
Percentage of Tested Scoring 55–100	98%	97%	94%	100%	100%	80%
Percentage of Tested Scoring 65–100	89%	86%	89%	80%	75%	80%
Percentage of Tested Scoring 85–100	34%	34%	30%	0%	0%	10%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	63	48	63	7	4	7
Number Scoring 55–100	55	44	63	3	#	7
Number Scoring 65–100	44	40	61	2	#	6
Number Scoring 85–100	16	8	32	0	#	1
Percentage of Tested Scoring 55–100	87%	92%	100%	43%	#	100%
Percentage of Tested Scoring 65–100	70%	83%	97%	29%	#	86%
Percentage of Tested Scoring 85–100	25%	17%	51%	0%	#	14%

(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	91	105	84	10	12	7
Number Scoring 55–100	88	98	79	8	10	5
Number Scoring 65–100	80	91	68	5	8	4
Number Scoring 85–100	18	16	7	1	1	0
Percentage of Tested Scoring 55–100	97%	93%	94%	80%	83%	71%
Percentage of Tested Scoring 65–100	88%	87%	81%	50%	67%	57%
Percentage of Tested Scoring 85–100	20%	15%	8%	10%	8%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	2	11	44	0	0	0
Number Scoring 55–100	#	10	42	0	0	0
Number Scoring 65–100	#	9	40	0	0	0
Number Scoring 85–100	#	3	11	0	0	0
Percentage of Tested Scoring 55–100	#	91%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	82%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	27%	25%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		46	40		0	1
Number Scoring 55–100		46	39		0	#
Number Scoring 65–100		36	28		0	#
Number Scoring 85–100		8	1		0	#
Percentage of Tested Scoring 55–100		100%	97%		0%	#
Percentage of Tested Scoring 65–100		78%	70%		0%	#
Percentage of Tested Scoring 85–100		17%	3%		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	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 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	20	25	50	0	0	0
Number Scoring 55–100	20	25	50	0	0	0
Number Scoring 65–100	20	24	49	0	0	0
Number Scoring 85–100	9	13	26	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	96%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	45%	52%	52%	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	55	20	1	1	1	0
Number Scoring 55–100	43	13	#	#	#	0
Number Scoring 65–100	34	8	#	#	#	0
Number Scoring 85–100	20	0	#	#	#	0
Percentage of Tested Scoring 55–100	78%	65%	#	#	#	0%
Percentage of Tested Scoring 65–100	62%	40%	#	#	#	0%
Percentage of Tested Scoring 85–100	36%	0%	#	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	27	24	4	1	0	0
Number Scoring 55–100	19	19	#	#	0	0
Number Scoring 65–100	16	13	#	#	0	0
Number Scoring 85–100	6	5	#	#	0	0
Percentage of Tested Scoring 55–100	70%	79%	#	#	0%	0%
Percentage of Tested Scoring 65–100	59%	54%	#	#	0%	0%
Percentage of Tested Scoring 85–100	22%	21%	#	#	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	32	97%	32	97%	18	100%
Students with Disabilities	4	#	5	100%	8	88%

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	62	0%	42%	58%	0%
	Students with Disabilities	14	14%	79%	7%	0%
	All Students	76	3%	49%	49%	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	45	45	45	9	9	9	54	54	54
Number Scoring 55–64	3	1	4	0	1	2	3	2	6
Number Scoring 65–84	21	32	31	4	2	1	25	34	32
Number Scoring 85–100	16	9	7	0	0	0	16	9	7
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)