

# New York State School Report Card Comprehensive Information Report

BEDS Code: 21-03-02-04-0003

Grade Range : 7-12

Name: West Canada Valley Junior-Senior High School

Principal: Frank Sutliff

## 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	76	85	83
Eighth	78	74	75
Ninth	79	82	75
Tenth	71	76	79
Eleventh	82	69	68
Twelfth	72	77	65
Ungraded Secondary	0	0	0
Total K-12 Enrollment	458	463	445

## 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%	0	0.0%	0	0.0%
Black (Not Hispanic)	3	0.7%	3	0.6%	2	0.4%
Hispanic	0	0.0%	1	0.2%	1	0.2%
White (Not Hispanic)	455	99.3%	459	99.1%	442	99.3%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	17	19
Mathematics Grade 8	19	18	19
Science Grade 8	19	19	19
Social Studies Grade 8	19	19	19
English Grade 10	18	19	21
Mathematics Grade 10	0	0	12
Science Grade 10	0	20	19
Social Studies Grade 10	18	19	19

(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	0	0.0%	0	0.0%	6	1.4%
Eligible for Free Lunch	66	14.4%	67	14.5%	66	14.8%

### 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		96.2%		95.8%		95.8%
Student Suspensions	26	5.4%	28	6.1%	20	4.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.8%	9.3%	10.6%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	97%	96%	100%

### 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	65	45	69%	73	55	75%	54	37	69%
Students with Disabilities	4	1	25%	0	0	0%	7	0	0%
All Students	69	46	67%	73	55	75%	61	37	61%

\*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	31	0	2	6	0
Percent	36%	51%	0%	3%	10%	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)
7	0	1	8

\*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			2		1	
	Entered GED Program*			0		0	
	Total Noncompleters			2		1	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	7	2.3%	2	0.7%	2	0.7%
	Entered GED Program*	8	2.6%	0	0.0%	0	0.0%
	Total Noncompleters	15	4.9%	2	0.7%	2	0.7%

\*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	59	95%	54	85%	80	90%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	19	100%	10	90%	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	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	2	#	1	#
Writing	0	0%	2	#	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	1	#	3	#	3	#
Science	1	#	0	0%	1	#
Reading	2	#	3	#	0	0%
Writing	2	#	3	#	1	#
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	3	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	75	65	71	9	7	1
Number Scoring 55–100	71	60	62	6	5	#
Number Scoring 65–100	67	48	54	4	3	#
Number Scoring 85–100	30	22	17	0	0	#
Percentage of Tested Scoring 55–100	95%	92%	87%	67%	71%	#
Percentage of Tested Scoring 65–100	89%	74%	76%	44%	43%	#
Percentage of Tested Scoring 85–100	40%	34%	24%	0%	0%	#
<b>Mathematics A</b>						
Number Tested	0	0	71	0	0	4
Number Scoring 55–100	0	0	67	0	0	#
Number Scoring 65–100	0	0	61	0	0	#
Number Scoring 85–100	0	0	8	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	94%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	11%	0%	0%	#
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	69	69	73	8	0	5
Number Scoring 55–100	68	69	69	8	0	3
Number Scoring 65–100	60	67	67	4	0	3
Number Scoring 85–100	35	25	31	1	0	1
Percentage of Tested Scoring 55–100	99%	100%	95%	100%	0%	60%
Percentage of Tested Scoring 65–100	87%	97%	92%	50%	0%	60%
Percentage of Tested Scoring 85–100	51%	36%	42%	12%	0%	20%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	72	66	65	8	8	0
Number Scoring 55–100	72	60	64	8	5	0
Number Scoring 65–100	68	56	62	6	4	0
Number Scoring 85–100	46	27	46	1	0	0
Percentage of Tested Scoring 55–100	100%	91%	98%	100%	62%	0%
Percentage of Tested Scoring 65–100	94%	85%	95%	75%	50%	0%
Percentage of Tested Scoring 85–100	64%	41%	71%	12%	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	51	62	58	2	0	1
Number Scoring 55–100	51	62	58	#	0	#
Number Scoring 65–100	51	61	57	#	0	#
Number Scoring 85–100	12	23	23	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	98%	98%	#	0%	#
Percentage of Tested Scoring 85–100	24%	37%	40%	#	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	62	65	68	1	1	6
Number Scoring 55–100	61	65	68	#	#	6
Number Scoring 65–100	58	63	67	#	#	5
Number Scoring 85–100	32	38	34	#	#	1
Percentage of Tested Scoring 55–100	98%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	94%	97%	99%	#	#	83%
Percentage of Tested Scoring 85–100	52%	58%	50%	#	#	17%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		40	46		0	0
Number Scoring 55–100		37	43		0	0
Number Scoring 65–100		29	34		0	0
Number Scoring 85–100		0	2		0	0
Percentage of Tested Scoring 55–100		93%	93%		0%	0%
Percentage of Tested Scoring 65–100		72%	74%		0%	0%
Percentage of Tested Scoring 85–100		0%	4%		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	44	35	6	0	0	0
Number Scoring 55–100	42	32	6	0	0	0
Number Scoring 65–100	40	28	6	0	0	0
Number Scoring 85–100	16	5	0	0	0	0
Percentage of Tested Scoring 55–100	95%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	80%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	14%	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	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 Latin</b>						
Number Tested	10	16	0	0	0	0
Number Scoring 55–100	10	16	0	0	0	0
Number Scoring 65–100	10	15	0	0	0	0
Number Scoring 85–100	6	5	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	60%	31%	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	57	68	1	5	1	0
Number Scoring 55–100	56	64	#	5	#	0
Number Scoring 65–100	54	59	#	3	#	0
Number Scoring 85–100	32	24	#	0	#	0
Percentage of Tested Scoring 55–100	98%	94%	#	100%	#	0%
Percentage of Tested Scoring 65–100	95%	87%	#	60%	#	0%
Percentage of Tested Scoring 85–100	56%	35%	#	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	48	43	41	0	0	0
Number Scoring 55–100	43	36	26	0	0	0
Number Scoring 65–100	37	35	22	0	0	0
Number Scoring 85–100	16	15	8	0	0	0
Percentage of Tested Scoring 55–100	90%	84%	63%	0%	0%	0%
Percentage of Tested Scoring 65–100	77%	81%	54%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	35%	20%	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	25	96%	30	93%	37	81%
Students with Disabilities	6	100%	3	#	4	#

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	61	0%	21%	70%	8%
	Students with Disabilities	12	0%	42%	58%	0%
	All Students	73	0%	25%	68%	7%

(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	56	56	56	9	9	9	65	65	65
Number Scoring 55–64	3	2	2	4	1	2	7	3	4
Number Scoring 65–84	20	24	30	3	4	1	23	28	31
Number Scoring 85–100	33	26	22	1	0	0	34	26	22
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)