

# New York State School Report Card Comprehensive Information Report

BEDS Code: 24-02-01-04-0002  
 Name: Caledonia-Mumford High School  
 Principal: Thomas Woodruff

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	107	104	90
Tenth	97	96	98
Eleventh	114	91	100
Twelfth	95	115	94
Ungraded Secondary	10	6	0
Total K-12 Enrollment	423	412	382

## 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	0.7%	3	0.7%	3	0.8%
Black (Not Hispanic)	19	4.5%	16	3.9%	13	3.4%
Hispanic	5	1.2%	8	1.9%	6	1.6%
White (Not Hispanic)	396	93.6%	385	93.4%	360	94.2%

## 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	17	19	18
Mathematics Grade 10	21	24	17
Science Grade 10	9	15	18
Social Studies Grade 10	20	18	15

(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
50	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 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	29	6.9%	32	7.8%	37	9.7%

### 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		95.3%		94.9%		94.6%
Student Suspensions	36	8.8%	64	15.1%	25	6.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.0%	6.3%	4.7%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	97%	96%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	25
Total Other Professional Staff	1
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	79	63	80%	98	86	88%	85	66	78%
Students with Disabilities	7	2	29%	10	3	30%	7	1	14%
All Students	86	65	76%	108	89	82%	92	67	73%

\*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	40	29	3	4	11	5
Percent	43%	32%	3%	4%	12%	5%

## 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	1	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			3		4	
	Entered GED Program*			1		0	
	Total Noncompleters			4		4	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			1		4	
	Total Noncompleters			2		6	
All Students	Dropped Out	5	1.2%	4	1.0%	6	1.6%
	Entered GED Program*	11	2.6%	2	0.5%	4	1.0%
	Total Noncompleters	16	3.8%	6	1.5%	10	2.6%

\*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		153	0
	Number of Students with Disabilities		21	0
	Number of All Students		174	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		363	341
	Number of Students with Disabilities		49	41
	Number of All Students		412	382
	Percent of Enrollment		100%	100%

## 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%	1	#

### 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%	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
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	#	1	#	3	#
Science	2	#	6	83%	3	#
Reading	0	0%	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	1	#	2	#	3	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	114	91	95	13	8	5
Number Scoring 55–100	114	86	92	13	8	5
Number Scoring 65–100	103	78	84	9	6	4
Number Scoring 85–100	40	40	39	0	1	1
Percentage of Tested Scoring 55–100	100%	95%	97%	100%	100%	100%
Percentage of Tested Scoring 65–100	90%	86%	88%	69%	75%	80%
Percentage of Tested Scoring 85–100	35%	44%	41%	0%	12%	20%
<b>Mathematics A</b>						
Number Tested	97	109	111	8	8	10
Number Scoring 55–100	92	95	100	7	7	7
Number Scoring 65–100	80	75	85	5	4	5
Number Scoring 85–100	35	31	19	0	0	0
Percentage of Tested Scoring 55–100	95%	87%	90%	88%	88%	70%
Percentage of Tested Scoring 65–100	82%	69%	77%	62%	50%	50%
Percentage of Tested Scoring 85–100	36%	28%	17%	0%	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	97	93	96	9	5	10
Number Scoring 55–100	96	93	92	9	5	8
Number Scoring 65–100	87	90	89	6	4	7
Number Scoring 85–100	36	19	44	0	0	0
Percentage of Tested Scoring 55–100	99%	100%	96%	100%	100%	80%
Percentage of Tested Scoring 65–100	90%	97%	93%	67%	80%	70%
Percentage of Tested Scoring 85–100	37%	20%	46%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	70	91	90	3	10	5
Number Scoring 55–100	68	90	89	#	9	5
Number Scoring 65–100	62	87	86	#	9	5
Number Scoring 85–100	44	47	43	#	0	1
Percentage of Tested Scoring 55–100	97%	99%	99%	#	90%	100%
Percentage of Tested Scoring 65–100	89%	96%	96%	#	90%	100%
Percentage of Tested Scoring 85–100	63%	52%	48%	#	0%	20%

(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	47	105	86	5	5	9
Number Scoring 55–100	47	105	84	5	5	9
Number Scoring 65–100	47	105	83	5	5	8
Number Scoring 85–100	25	57	32	0	1	0
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	97%	100%	100%	89%
Percentage of Tested Scoring 85–100	53%	54%	37%	0%	20%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	59	90	96	4	12	10
Number Scoring 55–100	55	82	87	#	8	8
Number Scoring 65–100	52	76	81	#	6	7
Number Scoring 85–100	22	19	27	#	0	0
Percentage of Tested Scoring 55–100	93%	91%	91%	#	67%	80%
Percentage of Tested Scoring 65–100	88%	84%	84%	#	50%	70%
Percentage of Tested Scoring 85–100	37%	21%	28%	#	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		25	61		0	0
Number Scoring 55–100		23	57		0	0
Number Scoring 65–100		18	47		0	0
Number Scoring 85–100		8	13		0	0
Percentage of Tested Scoring 55–100		92%	93%		0%	0%
Percentage of Tested Scoring 65–100		72%	77%		0%	0%
Percentage of Tested Scoring 85–100		32%	21%		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	22	22	19	0	0	0
Number Scoring 55–100	22	22	18	0	0	0
Number Scoring 65–100	22	22	16	0	0	0
Number Scoring 85–100	12	13	4	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	84%	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	59%	21%	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	35	24	40	0	0	0
Number Scoring 55–100	35	24	39	0	0	0
Number Scoring 65–100	32	22	39	0	0	0
Number Scoring 85–100	19	17	16	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	92%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	54%	71%	40%	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	4	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>Sequential Mathematics, Course III</b>						
Number Tested	81	55	66	4	1	2
Number Scoring 55–100	78	54	62	#	#	#
Number Scoring 65–100	74	53	58	#	#	#
Number Scoring 85–100	51	32	34	#	#	#
Percentage of Tested Scoring 55–100	96%	98%	94%	#	#	#
Percentage of Tested Scoring 65–100	91%	96%	88%	#	#	#
Percentage of Tested Scoring 85–100	63%	58%	52%	#	#	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	63	100%	36	100%	35	94%
Students with Disabilities	11	100%	6	83%	6	83%

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	83	83	83	10	10	10	93	93	93
Number Scoring 55–64	2	1	1	3	0	0	5	1	1
Number Scoring 65–84	45	32	41	4	7	6	49	39	47
Number Scoring 85–100	35	47	40	0	0	0	35	47	40
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)