

# New York State School Report Card Comprehensive Information Report

BEDS Code: 25-02-01-06-0002

Grade Range : 8-12

Name: Cazenovia Hs

Principal: Daniel Nolan

## 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	152	158	154
Ninth	145	157	160
Tenth	163	141	156
Eleventh	124	161	139
Twelfth	158	119	159
Ungraded Secondary	0	0	0
Total K-12 Enrollment	742	736	768

## 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	4	0.5%	3	0.4%	8	1.0%
Black (Not Hispanic)	1	0.1%	5	0.7%	3	0.4%
Hispanic	8	1.1%	9	1.2%	8	1.0%
White (Not Hispanic)	729	98.2%	719	97.7%	749	97.5%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	14	21
Mathematics Grade 8	24	15	19
Science Grade 8	19	19	0
Social Studies Grade 8	25	21	26
English Grade 10	24	19	21
Mathematics Grade 10	25	16	18
Science Grade 10	22	18	24
Social Studies Grade 10	23	24	19

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	0	0.0%	1	0.1%
Eligible for Free Lunch	26	3.5%	26	3.5%	43	5.6%

### 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		94.5%		94.7%		94.3%
Student Suspensions	34	4.6%	56	7.5%	35	4.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.6%	2.7%	3.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	89%	99%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	49
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	134	115	86%	99	76	77%	134	112	84%
Students with Disabilities	9	3	33%	9	2	22%	18	3	17%
All Students	143	118	83%	108	78	72%	152	115	76%

\*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	115	12	1	5	11	8
Percent	76%	8%	1%	3%	7%	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)
18	3	0	18

\*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			4		4	
	Entered GED Program*			4		1	
	Total Noncompleters			8		5	
Students with Disabilities	Dropped Out			2		3	
	Entered GED Program*			1		1	
	Total Noncompleters			3		4	
All Students	Dropped Out	10	1.7%	6	1.0%	7	1.1%
	Entered GED Program*	0	0.0%	5	0.9%	2	0.3%
	Total Noncompleters	10	1.7%	11	1.9%	9	1.5%

\*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	33	88%	1	#	17	41%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	89	100%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	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	1	#	1	#	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%	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	0	0%	2	#
Science	1	#	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	4	#	2	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	121	152	127	16	15	6
Number Scoring 55–100	120	150	119	16	13	3
Number Scoring 65–100	111	142	107	12	7	3
Number Scoring 85–100	38	57	56	0	0	0
Percentage of Tested Scoring 55–100	99%	99%	94%	100%	87%	50%
Percentage of Tested Scoring 65–100	92%	93%	84%	75%	47%	50%
Percentage of Tested Scoring 85–100	31%	38%	44%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	127	160	0	5	18
Number Scoring 55–100	0	126	154	0	5	13
Number Scoring 65–100	0	119	150	0	5	12
Number Scoring 85–100	0	86	84	0	2	3
Percentage of Tested Scoring 55–100	0%	99%	96%	0%	100%	72%
Percentage of Tested Scoring 65–100	0%	94%	94%	0%	100%	67%
Percentage of Tested Scoring 85–100	0%	68%	53%	0%	40%	17%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	9	103	0	0	2
Number Scoring 55–100	0	9	94	0	0	#
Number Scoring 65–100	0	9	82	0	0	#
Number Scoring 85–100	0	8	27	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	91%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	100%	80%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	89%	26%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	160	110	147	14	7	19
Number Scoring 55–100	159	108	144	14	6	18
Number Scoring 65–100	158	103	139	14	4	17
Number Scoring 85–100	100	46	81	4	0	0
Percentage of Tested Scoring 55–100	99%	98%	98%	100%	86%	95%
Percentage of Tested Scoring 65–100	99%	94%	95%	100%	57%	89%
Percentage of Tested Scoring 85–100	62%	42%	55%	29%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	111	174	130	11	16	6
Number Scoring 55–100	105	173	130	9	16	6
Number Scoring 65–100	102	167	127	9	14	5
Number Scoring 85–100	63	102	92	1	3	2
Percentage of Tested Scoring 55–100	95%	99%	100%	82%	100%	100%
Percentage of Tested Scoring 65–100	92%	96%	98%	82%	88%	83%
Percentage of Tested Scoring 85–100	57%	59%	71%	9%	19%	33%

(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	165	121	159	16	5	17
Number Scoring 55–100	165	120	157	16	4	17
Number Scoring 65–100	163	120	157	14	4	17
Number Scoring 85–100	72	65	77	0	0	1
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	80%	100%
Percentage of Tested Scoring 65–100	99%	99%	99%	88%	80%	100%
Percentage of Tested Scoring 85–100	44%	54%	48%	0%	0%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	132	160	118	9	19	20
Number Scoring 55–100	129	159	116	7	18	18
Number Scoring 65–100	127	157	112	6	17	14
Number Scoring 85–100	87	84	68	1	1	4
Percentage of Tested Scoring 55–100	98%	99%	98%	78%	95%	90%
Percentage of Tested Scoring 65–100	96%	98%	95%	67%	89%	70%
Percentage of Tested Scoring 85–100	66%	53%	58%	11%	5%	20%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		112	91		3	1
Number Scoring 55–100		111	89		#	#
Number Scoring 65–100		108	83		#	#
Number Scoring 85–100		26	34		#	#
Percentage of Tested Scoring 55–100		99%	98%		#	#
Percentage of Tested Scoring 65–100		96%	91%		#	#
Percentage of Tested Scoring 85–100		23%	37%		#	#
<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	33	31	22	0	1	0
Number Scoring 55–100	33	31	22	0	#	0
Number Scoring 65–100	31	28	21	0	#	0
Number Scoring 85–100	16	9	13	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	94%	90%	95%	0%	#	0%
Percentage of Tested Scoring 85–100	48%	29%	59%	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	66	40	62	1	0	0
Number Scoring 55–100	66	40	62	#	0	0
Number Scoring 65–100	66	40	62	#	0	0
Number Scoring 85–100	47	30	40	#	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	71%	75%	65%	#	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	1	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%

(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	144	26	4	4	11	0
Number Scoring 55–100	137	15	#	#	6	0
Number Scoring 65–100	132	12	#	#	4	0
Number Scoring 85–100	84	1	#	#	0	0
Percentage of Tested Scoring 55–100	95%	58%	#	#	55%	0%
Percentage of Tested Scoring 65–100	92%	46%	#	#	36%	0%
Percentage of Tested Scoring 85–100	58%	4%	#	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	90	111	18	5	3	4
Number Scoring 55–100	78	111	5	1	#	#
Number Scoring 65–100	70	110	2	1	#	#
Number Scoring 85–100	35	69	0	0	#	#
Percentage of Tested Scoring 55–100	87%	100%	28%	20%	#	#
Percentage of Tested Scoring 65–100	78%	99%	11%	20%	#	#
Percentage of Tested Scoring 85–100	39%	62%	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	24	88%	13	15%	11	91%
Students with Disabilities	7	100%	5	20%	5	60%

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	136	0%	13%	71%	16%
	Students with Disabilities	20	0%	55%	45%	0%
	All Students	156	0%	19%	67%	14%

(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	134	134	134	15	15	15	149	149	149
Number Scoring 55–64	0	4	0	0	2	0	0	6	0
Number Scoring 65–84	45	49	44	11	10	12	56	59	56
Number Scoring 85–100	88	80	88	4	3	3	92	83	91
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)