

New York State School Report Card Comprehensive Information Report

BEDS Code: 25-09-01-06-0004

Grade Range : 7-12

Name: Canastota High School

Principal: John Kearney

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	107	125	138
Eighth	120	104	124
Ninth	131	142	116
Tenth	97	112	129
Eleventh	112	88	99
Twelfth	113	116	88
Ungraded Secondary	31	32	23
Total K-12 Enrollment	711	719	717

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	0.4%	3	0.4%	4	0.6%
Black (Not Hispanic)	1	0.1%	2	0.3%	4	0.6%
Hispanic	3	0.4%	5	0.7%	6	0.8%
White (Not Hispanic)	704	99.0%	709	98.6%	703	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	0	20	23
Mathematics Grade 8	22	21	26
Science Grade 8	14	21	22
Social Studies Grade 8	27	0	0
English Grade 10	26	19	0
Mathematics Grade 10	22	15	23
Science Grade 10	0	0	0
Social Studies Grade 10	22	21	0

(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	2	0.3%	1	0.1%	0	0.0%
Eligible for Free Lunch	25	3.5%	74	10.3%	102	14.2%

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		95.5%		89.2%		93.8%
Student Suspensions	83	11.7%	237	33.3%	86	12.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.5%	8.2%	8.1%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	79%	98%	100%

Staff Counts

Staff	2002–2003
Total Teachers	47
Total Other Professional Staff	6
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	89	52	58%	98	64	65%	76	50	66%
Students with Disabilities	7	1	14%	7	1	14%	4	2	50%
All Students	96	53	55%	105	65	62%	80	52	65%

*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	29	25	6	1	17	2
Percent	36%	31%	7%	1%	21%	3%

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)
4	2	3	7

*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			7		20	
	Entered GED Program*			0		0	
	Total Noncompleters			7		20	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	18	3.8%	7	1.5%	21	4.7%
	Entered GED Program*	6	1.3%	0	0.0%	0	0.0%
	Total Noncompleters	24	5.1%	7	1.5%	21	4.7%

*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	17	76%	0	0%	33	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	26	77%	0	0%	59	78%

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%	13	62%
Science	0	0%	1	#	8	25%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	4	#
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	0	0%	0	0%	13	69%
Science	1	#	0	0%	9	56%
Reading	2	#	0	0%	6	0%
Writing	0	0%	0	0%	5	100%
Global Studies	0	0%	0	0%	8	38%
U.S. Hist & Gov't	0	0%	1	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	105	86	95	7	3	5
Number Scoring 55–100	103	84	89	7	#	3
Number Scoring 65–100	91	74	84	5	#	3
Number Scoring 85–100	23	21	36	0	#	1
Percentage of Tested Scoring 55–100	98%	98%	94%	100%	#	60%
Percentage of Tested Scoring 65–100	87%	86%	88%	71%	#	60%
Percentage of Tested Scoring 85–100	22%	24%	38%	0%	#	20%
Mathematics A						
Number Tested	0	93	141	0	4	11
Number Scoring 55–100	0	79	111	0	#	9
Number Scoring 65–100	0	65	97	0	#	8
Number Scoring 85–100	0	32	10	0	#	0
Percentage of Tested Scoring 55–100	0%	85%	79%	0%	#	82%
Percentage of Tested Scoring 65–100	0%	70%	69%	0%	#	73%
Percentage of Tested Scoring 85–100	0%	34%	7%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	50	0	0	0
Number Scoring 55–100	0	0	47	0	0	0
Number Scoring 65–100	0	0	36	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	72%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	0%	0%
Global History and Geography						
Number Tested	106	107	133	0	7	14
Number Scoring 55–100	90	97	115	0	7	9
Number Scoring 65–100	80	83	106	0	4	8
Number Scoring 85–100	33	25	44	0	0	2
Percentage of Tested Scoring 55–100	85%	91%	86%	0%	100%	64%
Percentage of Tested Scoring 65–100	75%	78%	80%	0%	57%	57%
Percentage of Tested Scoring 85–100	31%	23%	33%	0%	0%	14%
U.S. History and Government (first administered June 2001)						
Number Tested	106	101	121	0	4	6
Number Scoring 55–100	90	81	105	0	#	4
Number Scoring 65–100	80	66	97	0	#	4
Number Scoring 85–100	33	16	40	0	#	0
Percentage of Tested Scoring 55–100	85%	80%	87%	0%	#	67%
Percentage of Tested Scoring 65–100	75%	65%	80%	0%	#	67%
Percentage of Tested Scoring 85–100	31%	16%	33%	0%	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	108	72	124	7	2	10
Number Scoring 55–100	107	71	120	6	#	10
Number Scoring 65–100	105	67	112	6	#	8
Number Scoring 85–100	15	23	26	0	#	1
Percentage of Tested Scoring 55–100	99%	99%	97%	86%	#	100%
Percentage of Tested Scoring 65–100	97%	93%	90%	86%	#	80%
Percentage of Tested Scoring 85–100	14%	32%	21%	0%	#	10%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	78	138	82	4	7	2
Number Scoring 55–100	76	135	77	#	7	#
Number Scoring 65–100	70	125	69	#	6	#
Number Scoring 85–100	29	36	24	#	1	#
Percentage of Tested Scoring 55–100	97%	98%	94%	#	100%	#
Percentage of Tested Scoring 65–100	90%	91%	84%	#	86%	#
Percentage of Tested Scoring 85–100	37%	26%	29%	#	14%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		60	61		0	0
Number Scoring 55–100		51	58		0	0
Number Scoring 65–100		43	47		0	0
Number Scoring 85–100		7	6		0	0
Percentage of Tested Scoring 55–100		85%	95%		0%	0%
Percentage of Tested Scoring 65–100		72%	77%		0%	0%
Percentage of Tested Scoring 85–100		12%	10%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	16	18	17	1	0	0
Number Scoring 55–100	16	18	17	#	0	0
Number Scoring 65–100	16	18	17	#	0	0
Number Scoring 85–100	4	6	5	#	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	25%	33%	29%	#	0%	0%
Comprehensive Italian						
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%
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	20	25	51	0	0	1
Number Scoring 55–100	19	25	51	0	0	#
Number Scoring 65–100	18	25	51	0	0	#
Number Scoring 85–100	10	16	30	0	0	#
Percentage of Tested Scoring 55–100	95%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	90%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	50%	64%	59%	0%	0%	#
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	73	18	6	3	0	0
Number Scoring 55–100	51	9	6	#	0	0
Number Scoring 65–100	43	8	6	#	0	0
Number Scoring 85–100	25	2	1	#	0	0
Percentage of Tested Scoring 55–100	70%	50%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	59%	44%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	34%	11%	17%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	61	51	29	2	1	2
Number Scoring 55–100	52	45	7	#	#	#
Number Scoring 65–100	46	42	6	#	#	#
Number Scoring 85–100	16	19	1	#	#	#
Percentage of Tested Scoring 55–100	85%	88%	24%	#	#	#
Percentage of Tested Scoring 65–100	75%	82%	21%	#	#	#
Percentage of Tested Scoring 85–100	26%	37%	3%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	40	100%	42	93%	32	88%
Students with Disabilities	0	0%	6	100%	1	#

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
Nov 2002	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
June 2003	General-Education Students	94	2%	53%	41%	3%
	Students with Disabilities	19	11%	74%	16%	0%
	All Students	113	4%	57%	37%	3%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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	82	82	82	6	6	6	88	88	88
Number Scoring 55–64	2	9	2	0	0	1	2	9	3
Number Scoring 65–84	55	47	56	3	2	2	58	49	58
Number Scoring 85–100	16	18	18	0	0	0	16	18	18
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)