

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 19-03-01-04-0000  
 Name: Cairo-Durham Central School District  
 Superintendent: William Zwoboda

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	129	120	113
First	110	127	123
Second	125	114	123
Third	140	117	112
Fourth	161	145	131
Fifth	145	165	150
Sixth	166	151	154
Ungraded Elementary	0	0	0
Seventh	173	161	158
Eighth	143	155	154
Ninth	175	172	191
Tenth	144	161	146
Eleventh	108	122	135
Twelfth	106	102	112
Ungraded Secondary	0	7	11
Total K-12 Enrollment	1825	1819	1813

### Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	29	1.6%	19	1.0%	23	1.3%
Black (Not Hispanic)	16	0.9%	24	1.3%	25	1.4%
Hispanic	42	2.3%	48	2.6%	52	2.9%
White (Not Hispanic)	1738	95.2%	1728	95.0%	1713	94.5%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	23	23
Common Branch	22	20	21
English Grade 8	18	16	16
Mathematics Grade 8	18	21	24
Science Grade 8	18	22	27
Social Studies Grade 8	19	22	23
English Grade 10	18	15	15
Mathematics Grade 10	16	22	20
Science Grade 10	0	18	22
Social Studies Grade 10	25	23	23

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	12	0.7%	5	0.3%	6	0.3%
<b>Eligible for Free Lunch</b>	350	19.2%	427	23.5%	316	17.4%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		91.1%		92.4%		92.5%
<b>Student Suspensions</b>	57	3.2%	66	3.6%	78	4.3%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	8.8%	8.3%	11.3%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	133
Total Other Professional Staff	16
Total Paraprofessionals	27
Teaching Out of Certification*	13

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	66	40	61%	74	43	58%	82	48	59%
Students with Disabilities	8	1	12%	9	3	33%	5	3	60%
All Students	74	41	55%	83	46	55%	87	51	59%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	25	49	0	2	10	1
Percent	29%	56%	0%	2%	11%	1%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
5	3	4	9

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	2		20		16	2.8%
	Entered GED Program*	17		2		8	1.4%
	Total Noncompleters	19		22		24	4.2%
Students with Disabilities	Dropped Out	0		14		11	9.1%
	Entered GED Program*	1		1		0	0.0%
	Total Noncompleters	1		15		11	9.1%
All Students	Dropped Out	2	0.4%	34	6.0%	27	3.9%
	Entered GED Program*	18	3.4%	3	0.5%	8	1.1%
	Total Noncompleters	20	3.8%	37	6.6%	35	5.0%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

## Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	130	383	397
	Number of Students with Disabilities	13	84	69
	Number of All Students	143	467	466
	Percent of Enrollment	30%	99%	99%
9–12	Number of General-Education Students	441	465	508
	Number of Students with Disabilities	75	92	87
	Number of All Students	516	557	595
	Percent of Enrollment	97%	99%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	13		
Completed and Passed Regents Exams	13	100%	77%
Completed and had Course Average of 75% or More	11	85%	81%
Completed and Attained a HS Diploma or Equivalent	13	100%	96%
Completed and Whose Status is Known	13		
Completed and Were Successfully Placed	13	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	77	69%	53	74%	32	81%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	143	76%	20	100%	131	74%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	2	#	6	83%
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%	14	36%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	3	#	0	0%
Science	0	0%	0	0%	3	#
Reading	0	0%	2	#	1	#
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	4	#	7	43%
U.S. Hist & Gov't	1	#	1	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	109	109	135	13	12	11
Number Scoring 55–100	107	96	116	12	7	7
Number Scoring 65–100	85	82	91	6	3	6
Number Scoring 85–100	27	23	28	0	0	0
Percentage of Tested Scoring 55–100	98%	88%	86%	92%	58%	64%
Percentage of Tested Scoring 65–100	78%	75%	67%	46%	25%	55%
Percentage of Tested Scoring 85–100	25%	21%	21%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	126	139	138	10	11	15
Number Scoring 55–100	73	125	133	9	8	11
Number Scoring 65–100	49	87	118	7	3	8
Number Scoring 85–100	12	6	21	2	0	0
Percentage of Tested Scoring 55–100	58%	90%	96%	90%	73%	73%
Percentage of Tested Scoring 65–100	39%	63%	86%	70%	27%	53%
Percentage of Tested Scoring 85–100	10%	4%	15%	20%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	53	0	0	3
Number Scoring 55–100	0	0	33	0	0	#
Number Scoring 65–100	0	0	20	0	0	#
Number Scoring 85–100	0	0	1	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	62%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	38%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	2%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	114	142	145	9	13	13
Number Scoring 55–100	111	135	122	9	13	8
Number Scoring 65–100	104	122	103	6	10	5
Number Scoring 85–100	26	35	32	0	0	1
Percentage of Tested Scoring 55–100	97%	95%	84%	100%	100%	62%
Percentage of Tested Scoring 65–100	91%	86%	71%	67%	77%	38%
Percentage of Tested Scoring 85–100	23%	25%	22%	0%	0%	8%
<b>U.S. History and Government</b>						
Number Tested	91	106	112	10	9	8
Number Scoring 55–100	87	104	106	9	8	6
Number Scoring 65–100	75	96	92	7	6	5
Number Scoring 85–100	22	45	40	1	1	1
Percentage of Tested Scoring 55–100	96%	98%	95%	90%	89%	75%
Percentage of Tested Scoring 65–100	82%	91%	82%	70%	67%	62%
Percentage of Tested Scoring 85–100	24%	42%	36%	10%	11%	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	107	125	109	11	9	5
Number Scoring 55–100	107	125	106	11	9	5
Number Scoring 65–100	107	121	102	11	8	3
Number Scoring 85–100	22	36	20	1	0	0
Percentage of Tested Scoring 55–100	100%	100%	97%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	97%	94%	100%	89%	60%
Percentage of Tested Scoring 85–100	21%	29%	18%	9%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	110	164	155	11	14	18
Number Scoring 55–100	101	142	137	11	10	13
Number Scoring 65–100	87	106	114	11	8	10
Number Scoring 85–100	13	26	34	0	0	1
Percentage of Tested Scoring 55–100	92%	87%	88%	100%	71%	72%
Percentage of Tested Scoring 65–100	79%	65%	74%	100%	57%	56%
Percentage of Tested Scoring 85–100	12%	16%	22%	0%	0%	6%
<b>Physical Setting/Chemistry</b>						
Number Tested	95	102	77	5	3	5
Number Scoring 55–100	87	92	71	4	#	5
Number Scoring 65–100	57	59	53	3	#	3
Number Scoring 85–100	1	2	2	0	#	0
Percentage of Tested Scoring 55–100	92%	90%	92%	80%	#	100%
Percentage of Tested Scoring 65–100	60%	58%	69%	60%	#	60%
Percentage of Tested Scoring 85–100	1%	2%	3%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			7			0
Number Scoring 55–100			7			0
Number Scoring 65–100			7			0
Number Scoring 85–100			2			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			29%			0%

\* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive French</b>						
Number Tested	14	14	61	2	0	3
Number Scoring 55–100	10	14	56	#	0	#
Number Scoring 65–100	6	13	51	#	0	#
Number Scoring 85–100	0	5	17	#	0	#
Percentage of Tested Scoring 55–100	71%	100%	92%	#	0%	#
Percentage of Tested Scoring 65–100	43%	93%	84%	#	0%	#
Percentage of Tested Scoring 85–100	0%	36%	28%	#	0%	#
<b>Comprehensive Italian</b>						
Number Tested	1	1	0	0	0	0
Number Scoring 55–100	#	#	0	0	0	0
Number Scoring 65–100	#	#	0	0	0	0
Number Scoring 85–100	#	#	0	0	0	0
Percentage of Tested Scoring 55–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	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	32	36	45	0	1	1
Number Scoring 55–100	32	36	44	0	#	#
Number Scoring 65–100	29	34	41	0	#	#
Number Scoring 85–100	20	23	18	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	#	#
Percentage of Tested Scoring 65–100	91%	94%	91%	0%	#	#
Percentage of Tested Scoring 85–100	62%	64%	40%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	65	89	14	6	5	1
Number Scoring 55–100	51	65	7	4	3	#
Number Scoring 65–100	45	48	4	3	2	#
Number Scoring 85–100	22	10	0	1	1	#
Percentage of Tested Scoring 55–100	78%	73%	50%	67%	60%	#
Percentage of Tested Scoring 65–100	69%	54%	29%	50%	40%	#
Percentage of Tested Scoring 85–100	34%	11%	0%	17%	20%	#

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	54	96%	62	98%	6	100%
Students with Disabilities	7	100%	6	83%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	126	8%	9%	65%	18%
	Students with Disabilities	22	27%	32%	41%	0%
	All Students	148	11%	12%	61%	16%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	130	1%	46%	50%	3%
	Students with Disabilities	23	17%	70%	13%	0%
	All Students	153	3%	50%	44%	3%

(Form – I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	3	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

## 2000 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	132	132	132	27	27	27	159	159	159
Number Scoring 55–64	4	4	5	1	1	0	5	5	5
Number Scoring 65–84	63	46	65	9	5	11	72	51	76
Number Scoring 85–100	24	38	33	0	1	1	24	39	34
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

**New York State English as a Second Language Achievement Tests (NYSESLAT)\***

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)