

# New York State District Report Card Comprehensive Information Report

BEDS Code: 21-03-02-04-0000  
 Name: West Canada Valley Central School District  
 Superintendent: Kenneth Slentz

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	34	11	11
Kindergarten	64	60	55
First	52	74	71
Second	80	55	72
Third	53	76	58
Fourth	76	55	74
Fifth	81	75	62
Sixth	76	84	78
Ungraded Elementary	0	0	0
Seventh	85	83	82
Eighth	74	75	86
Ninth	82	75	79
Tenth	76	79	78
Eleventh	69	68	79
Twelfth	77	65	60
Ungraded Secondary	0	0	0
Total K-12 Enrollment	945	924	934

## 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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	3	0.3%	6	0.6%	5	0.5%
Hispanic	1	0.1%	1	0.1%	1	0.1%
White (Not Hispanic)	941	99.6%	917	99.2%	928	99.4%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	20	18
Common Branch	19	19	19
English Grade 8	17	19	22
Mathematics Grade 8	18	19	22
Science Grade 8	19	19	22
Social Studies Grade 8	19	19	22
English Grade 10	19	21	19
Mathematics Grade 10	0	12	21
Science Grade 10	20	19	23
Social Studies Grade 10	19	19	19

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high 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>	0	0.0%	15	1.6%	16	1.7%
<b>Eligible for Free Lunch</b>	154	16.3%	181	19.6%	205	22.0%

**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>		96.3%		95.8%		96.1%
<b>Student Suspensions</b>	30	3.1%	21	2.2%	22	2.4%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	9.8%	6.3%	9.5%
<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	76
Total Other Professional Staff	7
Total Paraprofessionals	23
Teaching Out of Certification*	1

\*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	73	55	75%	54	37	69%	61	50	82%
Students with Disabilities	0	0	0%	7	0	0%	0	0	0%
All Students	73	55	75%	61	37	61%	61	50	82%

\*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	10	47	0	0	4	0
Percent	16%	77%	0%	0%	7%	0%

## 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)
0	0	1	1

\*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	3		4		2	0.7%
	Entered GED Program*	1		0		1	0.4%
	Total Noncompleters	4		4		3	1.1%
Students with Disabilities	Dropped Out	0		1		1	2.4%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		1	2.4%
All Students	Dropped Out	3	1.0%	5	1.7%	3	1.0%
	Entered GED Program*	1	0.3%	0	0.0%	1	0.3%
	Total Noncompleters	4	1.3%	5	1.7%	4	1.3%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	54	85%	80	90%	67	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	10	90%	0	0%	0	0%
Spanish	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
French	0	0%	0	0%	2	#
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%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	2	#	1	#	1	#
Writing	2	#	1	#	1	#
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	3	#	3	#	19	58%
Science	0	0%	1	#	1	#
Reading	3	#	0	0%	3	#
Writing	3	#	1	#	3	#
Global Studies	0	0%	2	#	1	#
U.S. Hist & Gov't	3	#	0	0%	0	0%

(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	65	71	86	7	1	9
Number Scoring 55-100	60	62	81	5	#	4
Number Scoring 65-100	48	54	75	3	#	1
Number Scoring 85-100	22	17	28	0	#	0
Percentage of Tested Scoring 55-100	92%	87%	94%	71%	#	44%
Percentage of Tested Scoring 65-100	74%	76%	87%	43%	#	11%
Percentage of Tested Scoring 85-100	34%	24%	33%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	0	71	79	0	4	3
Number Scoring 55-100	0	67	77	0	#	#
Number Scoring 65-100	0	61	75	0	#	#
Number Scoring 85-100	0	8	37	0	#	#
Percentage of Tested Scoring 55-100	0%	94%	97%	0%	#	#
Percentage of Tested Scoring 65-100	0%	86%	95%	0%	#	#
Percentage of Tested Scoring 85-100	0%	11%	47%	0%	#	#
<b>Mathematics B</b>						
Number Tested	0	0	54	0	0	1
Number Scoring 55-100	0	0	42	0	0	#
Number Scoring 65-100	0	0	26	0	0	#
Number Scoring 85-100	0	0	1	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	78%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	48%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	2%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	69	73	73	0	5	5
Number Scoring 55-100	69	69	70	0	3	4
Number Scoring 65-100	67	67	62	0	3	1
Number Scoring 85-100	25	31	28	0	1	0
Percentage of Tested Scoring 55-100	100%	95%	96%	0%	60%	80%
Percentage of Tested Scoring 65-100	97%	92%	85%	0%	60%	20%
Percentage of Tested Scoring 85-100	36%	42%	38%	0%	20%	0%
<b>U.S. History and Government</b>						
Number Tested	66	65	72	8	0	4
Number Scoring 55-100	60	64	72	5	0	#
Number Scoring 65-100	56	62	69	4	0	#
Number Scoring 85-100	27	46	51	0	0	#
Percentage of Tested Scoring 55-100	91%	98%	100%	62%	0%	#
Percentage of Tested Scoring 65-100	85%	95%	96%	50%	0%	#
Percentage of Tested Scoring 85-100	41%	71%	71%	0%	0%	#

(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	62	58	65	0	1	3
Number Scoring 55-100	62	58	65	0	#	#
Number Scoring 65-100	61	57	62	0	#	#
Number Scoring 85-100	23	23	16	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	98%	98%	95%	0%	#	#
Percentage of Tested Scoring 85-100	37%	40%	25%	0%	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	65	68	81	1	6	12
Number Scoring 55-100	65	68	80	#	6	11
Number Scoring 65-100	63	67	73	#	5	5
Number Scoring 85-100	38	34	25	#	1	0
Percentage of Tested Scoring 55-100	100%	100%	99%	#	100%	92%
Percentage of Tested Scoring 65-100	97%	99%	90%	#	83%	42%
Percentage of Tested Scoring 85-100	58%	50%	31%	#	17%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	40	46	55	0	0	1
Number Scoring 55-100	37	43	52	0	0	#
Number Scoring 65-100	29	34	39	0	0	#
Number Scoring 85-100	0	2	4	0	0	#
Percentage of Tested Scoring 55-100	93%	93%	95%	0%	0%	#
Percentage of Tested Scoring 65-100	72%	74%	71%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	4%	7%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			13			0
Number Scoring 55-100			13			0
Number Scoring 65-100			12			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			92%			0%
Percentage of Tested Scoring 85-100			31%			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	35	6	49	0	0	0
Number Scoring 55-100	32	6	49	0	0	0
Number Scoring 65-100	28	6	49	0	0	0
Number Scoring 85-100	5	0	30	0	0	0
Percentage of Tested Scoring 55-100	91%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	80%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	14%	0%	61%	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	16	0	0	0	0	0
Number Scoring 55-100	16	0	0	0	0	0
Number Scoring 65-100	15	0	0	0	0	0
Number Scoring 85-100	5	0	0	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	31%	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	43	41	11	0	0	0
Number Scoring 55-100	36	26	6	0	0	0
Number Scoring 65-100	35	22	4	0	0	0
Number Scoring 85-100	15	8	0	0	0	0
Percentage of Tested Scoring 55-100	84%	63%	55%	0%	0%	0%
Percentage of Tested Scoring 65-100	81%	54%	36%	0%	0%	0%
Percentage of Tested Scoring 85-100	35%	20%	0%	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	30	93%	37	81%	25	100%
Students with Disabilities	3	#	4	#	5	60%

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	54	6%	6%	59%	30%
	Students with Disabilities	7	14%	14%	57%	14%
	All Students	61	7%	7%	59%	28%

## 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	71	1%	27%	61%	11%
	Students with Disabilities	9	0%	89%	11%	0%
	All Students	80	1%	34%	55%	10%

(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	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	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	60	60	60	3	3	3	63	63	63
Number Scoring 55–64	#	#	#	#	#	#	1	2	3
Number Scoring 65–84	#	#	#	#	#	#	35	13	26
Number Scoring 85–100	#	#	#	#	#	#	20	42	30
Approved Alternatives	#	#	#	#	#	#	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			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			2			0
Proficient (37-39)			1			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			6			0
Beginning (0-14)			1			0
Intermediate (15-24)			2			0
Advanced (25-32)			3			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</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 5-6)</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 - K)

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 7-8)</b>						
Number Tested			3			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			3			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			4			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			4			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)