

# 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	2001-02	2002-03	2003-04
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	104	90	93
Tenth	96	98	84
Eleventh	91	100	92
Twelfth	115	94	95
Ungraded Secondary	6	0	0
Total K-12 Enrollment	412	382	364

## 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	3	0.7%	3	0.8%	4	1.1%
Black (Not Hispanic)	16	3.9%	13	3.4%	12	3.3%
Hispanic	8	1.9%	6	1.6%	3	0.8%
White (Not Hispanic)	385	93.4%	360	94.2%	345	94.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	19	18	19
Mathematics Grade 10	24	17	16
Science Grade 10	15	18	17
Social Studies Grade 10	18	15	0

(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>
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**

	<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%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	32	7.8%	37	9.7%	30	8.2%

**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>		94.9%		94.6%		95.0%
<b>Student Suspensions</b>	64	15.1%	25	6.1%	38	10.0%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	6.3%	4.7%	3.3%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	96%	97%	97%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	25
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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	98	86	88%	85	66	78%	81	63	78%
Students with Disabilities	10	3	30%	7	1	14%	6	2	33%
All Students	108	89	82%	92	67	73%	87	65	75%

\*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	30	40	1	2	13	1
Percent	34%	46%	1%	2%	15%	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)
6	2	0	6

\*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		6	1.8%
	Entered GED Program*	1		0		2	0.6%
	Total Noncompleters	4		4		8	2.4%
Students with Disabilities	Dropped Out	1		2		3	8.1%
	Entered GED Program*	1		4		3	8.1%
	Total Noncompleters	2		6		6	16.2%
All Students	Dropped Out	4	1.0%	6	1.6%	9	2.4%
	Entered GED Program*	2	0.5%	4	1.0%	5	1.3%
	Total Noncompleters	6	1.5%	10	2.6%	14	3.8%

\*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	153	0	0
	Number of Students with Disabilities	21	0	0
	Number of All Students	174	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	363	341	327
	Number of Students with Disabilities	49	41	37
	Number of All Students	412	382	364
	Percent of Enrollment	100%	100%	100%

## Career and Technical Education (CTE) Programs

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

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	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%	1	#	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%	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%

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	7	86%
Science	6	83%	3	#	2	#
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	4	#
Global Studies	2	#	3	#	3	#
U.S. Hist & Gov't	1	#	0	0%	6	67%

(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	91	95	91	8	5	10
Number Scoring 55-100	86	92	89	8	5	8
Number Scoring 65-100	78	84	88	6	4	7
Number Scoring 85-100	40	39	43	1	1	1
Percentage of Tested Scoring 55-100	95%	97%	98%	100%	100%	80%
Percentage of Tested Scoring 65-100	86%	88%	97%	75%	80%	70%
Percentage of Tested Scoring 85-100	44%	41%	47%	12%	20%	10%
<b>Mathematics A</b>						
Number Tested	109	111	92	8	10	8
Number Scoring 55-100	95	100	91	7	7	7
Number Scoring 65-100	75	85	89	4	5	6
Number Scoring 85-100	31	19	46	0	0	0
Percentage of Tested Scoring 55-100	87%	90%	99%	88%	70%	88%
Percentage of Tested Scoring 65-100	69%	77%	97%	50%	50%	75%
Percentage of Tested Scoring 85-100	28%	17%	50%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	1	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>Global History and Geography</b>						
Number Tested	93	96	87	5	10	10
Number Scoring 55-100	93	92	83	5	8	7
Number Scoring 65-100	90	89	82	4	7	7
Number Scoring 85-100	19	44	43	0	0	0
Percentage of Tested Scoring 55-100	100%	96%	95%	100%	80%	70%
Percentage of Tested Scoring 65-100	97%	93%	94%	80%	70%	70%
Percentage of Tested Scoring 85-100	20%	46%	49%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	91	90	90	10	5	9
Number Scoring 55-100	90	89	89	9	5	8
Number Scoring 65-100	87	86	83	9	5	6
Number Scoring 85-100	47	43	45	0	1	0
Percentage of Tested Scoring 55-100	99%	99%	99%	90%	100%	89%
Percentage of Tested Scoring 65-100	96%	96%	92%	90%	100%	67%
Percentage of Tested Scoring 85-100	52%	48%	50%	0%	20%	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	105	86	87	5	9	7
Number Scoring 55-100	105	84	87	5	9	7
Number Scoring 65-100	105	83	85	5	8	6
Number Scoring 85-100	57	32	39	1	0	0
Percentage of Tested Scoring 55-100	100%	98%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	97%	98%	100%	89%	86%
Percentage of Tested Scoring 85-100	54%	37%	45%	20%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	90	96	89	12	10	7
Number Scoring 55-100	82	87	85	8	8	6
Number Scoring 65-100	76	81	77	6	7	5
Number Scoring 85-100	19	27	18	0	0	0
Percentage of Tested Scoring 55-100	91%	91%	96%	67%	80%	86%
Percentage of Tested Scoring 65-100	84%	84%	87%	50%	70%	71%
Percentage of Tested Scoring 85-100	21%	28%	20%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	25	61	35	0	0	0
Number Scoring 55-100	23	57	35	0	0	0
Number Scoring 65-100	18	47	32	0	0	0
Number Scoring 85-100	8	13	9	0	0	0
Percentage of Tested Scoring 55-100	92%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	72%	77%	91%	0%	0%	0%
Percentage of Tested Scoring 85-100	32%	21%	26%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			17			0
Number Scoring 55-100			17			0
Number Scoring 65-100			16			0
Number Scoring 85-100			7			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			94%			0%
Percentage of Tested Scoring 85-100			41%			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	22	19	24	0	0	0
Number Scoring 55-100	22	18	24	0	0	0
Number Scoring 65-100	22	16	24	0	0	0
Number Scoring 85-100	13	4	9	0	0	0
Percentage of Tested Scoring 55-100	100%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	84%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	59%	21%	38%	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	24	40	24	0	0	0
Number Scoring 55-100	24	39	23	0	0	0
Number Scoring 65-100	22	39	22	0	0	0
Number Scoring 85-100	17	16	11	0	0	0
Percentage of Tested Scoring 55-100	100%	97%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	97%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	71%	40%	46%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	55	66	34	1	2	0
Number Scoring 55-100	54	62	26	#	#	0
Number Scoring 65-100	53	58	22	#	#	0
Number Scoring 85-100	32	34	12	#	#	0
Percentage of Tested Scoring 55-100	98%	94%	76%	#	#	0%
Percentage of Tested Scoring 65-100	96%	88%	65%	#	#	0%
Percentage of Tested Scoring 85-100	58%	52%	35%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	36	100%	35	94%	50	98%
Students with Disabilities	6	83%	6	83%	10	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	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 2004</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 - 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	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

## 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	81	81	81	6	6	6	87	87	87
Number Scoring 55–64	0	0	0	1	0	0	1	0	0
Number Scoring 65–84	60	38	35	4	5	5	64	43	40
Number Scoring 85–100	20	40	45	1	1	1	21	41	46
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)