

# New York State School Report Card Comprehensive Information Report

BEDS Code: 25-02-01-06-0002  
 Name: Cazenovia Hs  
 Principal: Daniel Nolan

Grade Range : 8-12

## 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	158	154	166
Ninth	157	160	156
Tenth	141	156	159
Eleventh	161	139	147
Twelfth	119	159	140
Ungraded Secondary	0	0	0
Total K-12 Enrollment	736	768	768

## 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	0.4%	8	1.0%	10	1.3%
Black (Not Hispanic)	5	0.7%	3	0.4%	5	0.7%
Hispanic	9	1.2%	8	1.0%	9	1.2%
White (Not Hispanic)	719	97.7%	749	97.5%	744	96.9%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	14	21	19
Mathematics Grade 8	15	19	24
Science Grade 8	19	0	22
Social Studies Grade 8	21	26	27
English Grade 10	19	21	19
Mathematics Grade 10	16	18	17
Science Grade 10	18	24	21
Social Studies Grade 10	24	19	23

(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**

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.1%	1	0.1%
Eligible for Free Lunch	26	3.5%	43	5.6%	36	4.7%

**Attendance and Suspension**

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.7%		94.3%		94.1%
Student Suspensions	56	7.6%	35	4.8%	43	5.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.7%	3.5%	3.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	97%	99%

**Staff Counts**

Staff	2003-04
Total Teachers	50
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*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	99	76	77%	134	112	84%	123	102	83%
Students with Disabilities	9	2	22%	18	3	17%	7	3	43%
All Students	108	78	72%	152	115	76%	130	105	81%

\*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	91	13	9	3	7	7
Percent	70%	10%	7%	2%	5%	5%

## 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)
7	3	8	15

\*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	4		4		3	0.6%
	Entered GED Program*	4		1		0	0.0%
	Total Noncompleters	8		5		3	0.6%
Students with Disabilities	Dropped Out	2		3		1	1.1%
	Entered GED Program*	1		1		0	0.0%
	Total Noncompleters	3		4		1	1.1%
All Students	Dropped Out	6	1.0%	7	1.1%	4	0.7%
	Entered GED Program*	5	0.9%	2	0.3%	0	0.0%
	Total Noncompleters	11	1.9%	9	1.5%	4	0.7%

\*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	148
	Number of Students with Disabilities	0	0	18
	Number of All Students	0	0	166
	Percent of Enrollment	0%	0%	28%

## 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	1	#	17	41%	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%	2	#

## 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	1	#	0	0%	0	0%
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%	1	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	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	2	#	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	152	127	144	15	6	18
Number Scoring 55-100	150	119	143	13	3	17
Number Scoring 65-100	142	107	136	7	3	14
Number Scoring 85-100	57	56	82	0	0	1
Percentage of Tested Scoring 55-100	99%	94%	99%	87%	50%	94%
Percentage of Tested Scoring 65-100	93%	84%	94%	47%	50%	78%
Percentage of Tested Scoring 85-100	38%	44%	57%	0%	0%	6%
<b>Mathematics A</b>						
Number Tested	127	160	122	5	18	12
Number Scoring 55-100	126	154	122	5	13	12
Number Scoring 65-100	119	150	119	5	12	9
Number Scoring 85-100	86	84	69	2	3	2
Percentage of Tested Scoring 55-100	99%	96%	100%	100%	72%	100%
Percentage of Tested Scoring 65-100	94%	94%	98%	100%	67%	75%
Percentage of Tested Scoring 85-100	68%	53%	57%	40%	17%	17%
<b>Mathematics B</b>						
Number Tested	9	103	121	0	2	4
Number Scoring 55-100	9	94	118	0	#	#
Number Scoring 65-100	9	82	111	0	#	#
Number Scoring 85-100	8	27	52	0	#	#
Percentage of Tested Scoring 55-100	100%	91%	98%	0%	#	#
Percentage of Tested Scoring 65-100	100%	80%	92%	0%	#	#
Percentage of Tested Scoring 85-100	89%	26%	43%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	110	147	141	7	19	13
Number Scoring 55-100	108	144	139	6	18	11
Number Scoring 65-100	103	139	133	4	17	7
Number Scoring 85-100	46	81	90	0	0	1
Percentage of Tested Scoring 55-100	98%	98%	99%	86%	95%	85%
Percentage of Tested Scoring 65-100	94%	95%	94%	57%	89%	54%
Percentage of Tested Scoring 85-100	42%	55%	64%	0%	0%	8%
<b>U.S. History and Government</b>						
Number Tested	174	130	146	16	6	20
Number Scoring 55-100	173	130	145	16	6	20
Number Scoring 65-100	167	127	144	14	5	20
Number Scoring 85-100	102	92	100	3	2	2
Percentage of Tested Scoring 55-100	99%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	96%	98%	99%	88%	83%	100%
Percentage of Tested Scoring 85-100	59%	71%	68%	19%	33%	10%

(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	121	159	139	5	17	16
Number Scoring 55-100	120	157	135	4	17	15
Number Scoring 65-100	120	157	133	4	17	14
Number Scoring 85-100	65	77	79	0	1	1
Percentage of Tested Scoring 55-100	99%	99%	97%	80%	100%	94%
Percentage of Tested Scoring 65-100	99%	99%	96%	80%	100%	88%
Percentage of Tested Scoring 85-100	54%	48%	57%	0%	6%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	160	118	139	19	20	22
Number Scoring 55-100	159	116	139	18	18	22
Number Scoring 65-100	157	112	136	17	14	19
Number Scoring 85-100	84	68	73	1	4	2
Percentage of Tested Scoring 55-100	99%	98%	100%	95%	90%	100%
Percentage of Tested Scoring 65-100	98%	95%	98%	89%	70%	86%
Percentage of Tested Scoring 85-100	53%	58%	53%	5%	20%	9%
<b>Physical Setting/Chemistry</b>						
Number Tested	112	91	123	3	1	4
Number Scoring 55-100	111	89	122	#	#	#
Number Scoring 65-100	108	83	119	#	#	#
Number Scoring 85-100	26	34	55	#	#	#
Percentage of Tested Scoring 55-100	99%	98%	99%	#	#	#
Percentage of Tested Scoring 65-100	96%	91%	97%	#	#	#
Percentage of Tested Scoring 85-100	23%	37%	45%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			58			1
Number Scoring 55-100			58			#
Number Scoring 65-100			55			#
Number Scoring 85-100			24			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			95%			#
Percentage of Tested Scoring 85-100			41%			#

\* 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	31	22	40	1	0	0
Number Scoring 55-100	31	22	40	#	0	0
Number Scoring 65-100	28	21	38	#	0	0
Number Scoring 85-100	9	13	19	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	90%	95%	95%	#	0%	0%
Percentage of Tested Scoring 85-100	29%	59%	47%	#	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	40	62	54	0	0	0
Number Scoring 55-100	40	62	54	0	0	0
Number Scoring 65-100	40	62	54	0	0	0
Number Scoring 85-100	30	40	48	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	75%	65%	89%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	1	0	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	111	18	0	3	4	0
Number Scoring 55-100	111	5	0	#	#	0
Number Scoring 65-100	110	2	0	#	#	0
Number Scoring 85-100	69	0	0	#	#	0
Percentage of Tested Scoring 55-100	100%	28%	0%	#	#	0%
Percentage of Tested Scoring 65-100	99%	11%	0%	#	#	0%
Percentage of Tested Scoring 85-100	62%	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	13	15%	11	91%	2	#
Students with Disabilities	5	20%	5	60%	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	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	144	0%	15%	56%	29%
	Students with Disabilities	21	10%	62%	29%	0%
	All Students	165	1%	21%	52%	25%

(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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	122	122	122	16	16	16	138	138	138
Number Scoring 55–64	0	0	0	2	0	1	2	0	1
Number Scoring 65–84	52	29	33	6	7	5	58	36	38
Number Scoring 85–100	66	91	88	0	2	3	66	93	91
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 7-8)</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 7-8)</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 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)