

# 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	2002-03	2003-04	2004-05
Pre-K	11	11	0
Kindergarten	60	55	54
First	74	71	58
Second	55	72	69
Third	76	58	69
Fourth	55	74	58
Fifth	75	62	73
Sixth	84	78	63
Ungraded Elementary	0	0	0
Seventh	83	82	76
Eighth	75	86	85
Ninth	75	79	84
Tenth	79	78	76
Eleventh	68	79	73
Twelfth	65	60	75
Ungraded Secondary	0	0	0
Total K-12 Enrollment	924	934	913

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	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)	6	0.6%	5	0.5%	7	0.8%
Hispanic	1	0.1%	1	0.1%	2	0.2%
White (Not Hispanic)	917	99.2%	928	99.4%	904	99.0%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	18	17
Common Branch	19	19	19
English Grade 8	19	22	21
Mathematics Grade 8	19	22	21
Science Grade 8	19	22	21
Social Studies Grade 8	19	22	22
English Grade 10	21	19	19
Mathematics Grade 10	12	21	0
Science Grade 10	19	23	19
Social Studies Grade 10	19	19	18

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	15	1.6%	16	1.7%	16	1.8%
Eligible for Free Lunch	181	19.6%	205	22.0%	204	22.3%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.8%		96.1%		96.4%
Student Suspensions	21	2.2%	22	2.4%	31	3.3%

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

	2002-03	2003-04	2004-05
Reduced Lunch	6.3%	9.5%	12.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	78
Total Other Professional Staff	3
Total Paraprofessionals	28
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	54	61	67
	Regents Diplomas	37	50	62
	% Regents Diplomas	69%	82%	93%
	Regents Diplomas with Advanced Designation**			35
	% Regents Diplomas with Advanced Designation			52%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	7	0	1
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	100%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	1	4
<b>All Students</b>	Total Graduates*	61	61	68
	Regents Diplomas	37	50	63
	% Regents Diplomas	61%	82%	93%
	Regents Diplomas with Advanced Designation**			35
	% Regents Diplomas with Advanced Designation			51%
	IEP Diplomas or Local Certificates	1	1	4

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	22	36	1	2	4	0	0	2
	<b>Percent</b>	33%	54%	1%	3%	6%	0%	0%	3%
<b>Students with Disabilities</b>	<b>Number</b>	1	0	0	0	0	0	0	0
	<b>Percent</b>	100%	0%	0%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	23	36	1	2	4	0	0	2
	<b>Percent</b>	34%	53%	1%	3%	6%	0%	0%	3%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	4		2	0.7%	3	1.1%
	Entered GED Program*	0		1	0.4%	2	0.7%
	Total Noncompleters	4		3	1.1%	5	1.9%
<b>Students with Disabilities</b>	Dropped Out	1		1	2.4%	1	2.2%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		1	2.4%	1	2.2%
<b>All Students</b>	Dropped Out	5	1.7%	3	1.0%	4	1.3%
	Entered GED Program*	0	0.0%	1	0.3%	2	0.6%
	Total Noncompleters	5	1.7%	4	1.3%	6	1.9%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	72
	Number of Students with Disabilities	0	0	12
	Number of All Students	0	0	84
	Percent of Enrollment	0%	0%	38%
9-12	Number of General-Education Students	0	0	180
	Number of Students with Disabilities	0	0	46
	Number of All Students	0	0	226
	Percent of Enrollment	0%	0%	73%

## 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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	80	90%	67	96%	77	99%
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%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	1	#	1	#	2	#
Writing	1	#	1	#	2	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	19	58%	17	41%
Science	1	#	1	#	0	0%
Reading	0	0%	3	#	6	50%
Writing	1	#	3	#	6	83%
Global Studies	2	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	71	86	65	1	9	2
Number Scoring 55-100	62	81	61	#	4	#
Number Scoring 65-100	54	75	51	#	1	#
Number Scoring 85-100	17	28	19	#	0	#
Percentage of Tested Scoring 55-100	87%	94%	94%	#	44%	#
Percentage of Tested Scoring 65-100	76%	87%	78%	#	11%	#
Percentage of Tested Scoring 85-100	24%	33%	29%	#	0%	#
<b>Mathematics A</b>						
Number Tested	71	79	66	4	3	6
Number Scoring 55-100	67	77	65	#	#	5
Number Scoring 65-100	61	75	65	#	#	5
Number Scoring 85-100	8	37	36	#	#	1
Percentage of Tested Scoring 55-100	94%	97%	98%	#	#	83%
Percentage of Tested Scoring 65-100	86%	95%	98%	#	#	83%
Percentage of Tested Scoring 85-100	11%	47%	55%	#	#	17%
<b>Mathematics B</b>						
Number Tested	0	54	66	0	1	0
Number Scoring 55-100	0	42	48	0	#	0
Number Scoring 65-100	0	26	42	0	#	0
Number Scoring 85-100	0	1	5	0	#	0
Percentage of Tested Scoring 55-100	0%	78%	73%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	48%	64%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	2%	8%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	73	73	74	5	5	7
Number Scoring 55-100	69	70	70	3	4	7
Number Scoring 65-100	67	62	65	3	1	4
Number Scoring 85-100	31	28	26	1	0	0
Percentage of Tested Scoring 55-100	95%	96%	95%	60%	80%	100%
Percentage of Tested Scoring 65-100	92%	85%	88%	60%	20%	57%
Percentage of Tested Scoring 85-100	42%	38%	35%	20%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	65	72	70	0	4	5
Number Scoring 55-100	64	72	67	0	#	3
Number Scoring 65-100	62	69	64	0	#	2
Number Scoring 85-100	46	51	50	0	#	0
Percentage of Tested Scoring 55-100	98%	100%	96%	0%	#	60%
Percentage of Tested Scoring 65-100	95%	96%	91%	0%	#	40%
Percentage of Tested Scoring 85-100	71%	71%	71%	0%	#	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	58	65	74	1	3	8
Number Scoring 55-100	58	65	72	#	#	7
Number Scoring 65-100	57	62	66	#	#	2
Number Scoring 85-100	23	16	19	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	97%	#	#	88%
Percentage of Tested Scoring 65-100	98%	95%	89%	#	#	25%
Percentage of Tested Scoring 85-100	40%	25%	26%	#	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	68	81	83	6	12	13
Number Scoring 55-100	68	80	81	6	11	13
Number Scoring 65-100	67	73	79	5	5	12
Number Scoring 85-100	34	25	34	1	0	3
Percentage of Tested Scoring 55-100	100%	99%	98%	100%	92%	100%
Percentage of Tested Scoring 65-100	99%	90%	95%	83%	42%	92%
Percentage of Tested Scoring 85-100	50%	31%	41%	17%	0%	23%
<b>Physical Setting/Chemistry</b>						
Number Tested	46	55	41	0	1	0
Number Scoring 55-100	43	52	39	0	#	0
Number Scoring 65-100	34	39	29	0	#	0
Number Scoring 85-100	2	4	3	0	#	0
Percentage of Tested Scoring 55-100	93%	95%	95%	0%	#	0%
Percentage of Tested Scoring 65-100	74%	71%	71%	0%	#	0%
Percentage of Tested Scoring 85-100	4%	7%	7%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		13	18		0	1
Number Scoring 55-100		13	16		0	#
Number Scoring 65-100		12	16		0	#
Number Scoring 85-100		4	5		0	#
Percentage of Tested Scoring 55-100		100%	89%		0%	#
Percentage of Tested Scoring 65-100		92%	89%		0%	#
Percentage of Tested Scoring 85-100		31%	28%		0%	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	6	49	37	0	0	0
Number Scoring 55-100	6	49	37	0	0	0
Number Scoring 65-100	6	49	37	0	0	0
Number Scoring 85-100	0	30	23	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	0%	61%	62%	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	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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	66	6%	8%	65%	21%
	Students with Disabilities	8	13%	0%	88%	0%
	All Students	74	7%	7%	68%	19%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	70	0%	9%	73%	19%
	Students with Disabilities	18	0%	56%	39%	6%
	All Students	88	0%	18%	66%	16%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

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

### 2001 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	67	67	67	4	4	4	71	71	71
Number Scoring 55–64	#	#	#	#	#	#	0	0	1
Number Scoring 65–84	#	#	#	#	#	#	33	18	32
Number Scoring 85–100	#	#	#	#	#	#	29	48	35
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		6	4		0	0
Beginning		0	#		0	0
Intermediate		3	#		0	0
Advanced		2	#		0	0
Proficient		1	#		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		6	4		0	0
Beginning		1	#		0	0
Intermediate		2	#		0	0
Advanced		3	#		0	0
Proficient		0	#		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		3	5		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	5		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		3	5		0	0
Beginning		#	0		0	0
Intermediate		#	1		0	0
Advanced		#	4		0	0
Proficient		#	0		0	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		3	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		3	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		4	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		4	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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)