

District **CANASERAGA CENTRAL SCHOOL DISTRICT**

District ID **02-11-02-04-0000**

Superintendent **MARIE BLUM**

Telephone **(607) 545-6421**

Grades **PK-12, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@mail.nysed.gov)

### Use this report to:

#### **Get District Profile information.**

This section shows comprehensive data relevant to this district's learning environment.



#### **Review District Accountability Status.**

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

#### **View School Accountability Status.**

This section lists all schools in your district by 2008–09 accountability status.



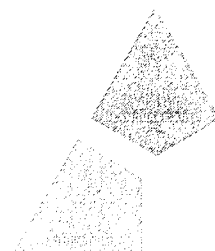
#### **Review an Overview of District Performance.**

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2004 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

The 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2008, are not included in the 2004 school accountability cohort. The 2004 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

### Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

### Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

# Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State’s district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

## Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

## New York State Status

(Applies to New York State districts)

<p><b>District in Good Standing</b>                  A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.</p>	
<p><b>District in Need of Improvement (Year 1)</b>                  A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.</p>	<p><b>District Requiring Academic Progress (Year 1)</b>                  A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.</p>
<p><b>District in Need of Improvement (Year 2)</b>                  A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.</p>	<p><b>District Requiring Academic Progress (Year 2)</b>                  A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.</p>
<p><b>District in Need of Improvement (Year 3)</b>                  A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.</p>	<p><b>District Requiring Academic Progress (Year 3)</b>                  A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.</p>
<p><b>District in Need of Improvement (Year 4)</b>                  A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.</p>	<p><b>District Requiring Academic Progress (Year 4)</b>                  A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.</p>
<p><b>District in Need of Improvement (Year 5 and above)</b>                  A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.</p>	<p><b>District Requiring Academic Progress (Year 5 and above)</b>                  A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.</p>



**Pending** – A district’s status is “Pending” if the district requires special evaluation procedures and they have not yet been completed.

## Summary

### Overall Accountability Status (2008-09)

 **Good Standing**

ELA  Good Standing Science  Good Standing





















Math  Good Standing Graduation Rate  Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding





2006-07	2007-08	2008-09
YES	YES	YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?








Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—				
Black or African American	—	—				
Hispanic or Latino	—	—		—	—	
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	—	—		—	—	
Limited English Proficient						
Economically Disadvantaged				—	—	
<b>Student groups making AYP in each subject</b>	 3 of 3	 3 of 3	 1 of 1	 2 of 2	 2 of 2	 1 of 1

#### Accountability Status Levels








#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
-  Insufficient Number of Students to Determine AYP Status

#### Federal

-  Good Standing
-  Improvement (Year 1)
-  Improvement (Year 2)
-  Improvement (Year 3)
-  Improvement (Year 4)
-  Improvement (Year 5 & Above)
-  Pending - Requires Special Evaluation

#### State

-  Good Standing
-  Requiring Academic Progress (Year 1)
-  Requiring Academic Progress (Year 2)
-  Requiring Academic Progress (Year 3)
-  Requiring Academic Progress (Year 4)
-  Requiring Academic Progress (Year 5 & Above)
-  Pending - Requires Special Evaluation

## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2008–09)

Good Standing

### Accountability Measures

3 of 3

Student groups making AYP in English language arts

Made AYP

### Prospective Status

This district will be in good standing in 2009-10. [201]

### How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08      2008–09
<b>All Students (130:129)</b>	✓	✓	100%	✓	163	124	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (3:3)	—	—	—	—	—	—	—
Hispanic or Latino (1:1)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (0:0)	—	—	—	—	—	—	—
White (125:124)	✓	✓	100%	✓	164	124	
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (17:17)	—	—	—	—	—	—	—
Limited English Proficient <sup>5</sup> (0:0)	—	—	—	—	—	—	—
Economically Disadvantaged (44:43)	✓	✓	100%	✓	160	118	
<b>Final AYP Determination</b>	✓	3 of 3					

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

#### AYP Status

- ✓ Made AYP
- ✓ Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

# Elementary/Middle-Level Mathematics

**Accountability Status for This Subject (2008-09)** Good Standing

**Accountability Measures** 3 of 3 Student groups making AYP in mathematics  
Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

## How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007-08 2008-09
<b>All Students</b> (130:127)			100%		172	93	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	-	-	-	-	-	-	-
Black or African American (3:3)	-	-	-	-	-	-	-
Hispanic or Latino (1:1)	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (0:0)	-	-	-	-	-	-	-
White (125:122)			100%		175	93	
Multiracial (0:0)	-	-	-	-	-	-	-
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (17:17)	-	-	-	-	-	-	-
Limited English Proficient <sup>5</sup> (0:0)	-	-	-	-	-	-	-
Economically Disadvantaged (44:43)			100%		158	87	

**Final AYP Determination** 3 of 3

**NOTES**

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007-08, the enrollment shown is the sum of 2006-07 and 2007-08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007-08, data for 2006-07 and 2007-08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007-08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

<sup>5</sup> If the district failed to make AYP solely because of the performance of Limited English Proficient (LEP) students, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for LEP students.

**AYP Status**

- Made AYP
- Made AYP Using Safe Harbor Target
- Did Not Make AYP
- Insufficient Number of Students






## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 1 of 1 Student groups making AYP in science  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

### How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (50:48)		Qualified		100%		179	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (2:2)								
Hispanic or Latino (1:1)								
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (47:45)		Qualified		100%		184	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (12:12)								
Limited English Proficient <sup>4</sup> (0:0)								
Economically Disadvantaged (16:14)								
<b>Final AYP Determination</b>	1 of 1							

#### NOTES





<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
-  Insufficient Number of Students to Determine AYP Status

## Secondary-Level English Language Arts

**Accountability Status** Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 2 of 2 Student groups making AYP in English language arts  
 ✓ Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

### How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
		Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08
(12th Graders: 2004 Cohort) <sup>1</sup>								
<b>All Students</b> (26:53)	✓	–	–	✓	174	152		
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (0:0)								
Hispanic or Latino (1:1)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (25:52)		–	–	✓	173	152		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (2:7)	–	–	–	–	–	–		–
Limited English Proficient <sup>4</sup> (0:0)								
Economically Disadvantaged (7:19)	–	–	–	–	–	–		–
<b>Final AYP Determination</b>	2 of 2							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status



- ✓ Made AYP
- Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Secondary-Level Mathematics

### Accountability Status for This Subject (2008–09)

 Good Standing






### Accountability Measures

2 of 2  Student groups making AYP in mathematics  
 Made AYP

### Prospective Status

This district will be in good standing in 2009-10. [201]





### How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students</b> (26:53)		–	–		185	146	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (0:0)							
Hispanic or Latino (1:1)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (25:52)		–	–		185	146	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (2:7)	–	–	–	–	–	–	–
Limited English Proficient <sup>4</sup> (0:0)							
Economically Disadvantaged (7:19)	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	 2 of 2						


#### NOTES

- <sup>1</sup> These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.
  - <sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
-  Insufficient Number of Students to Determine AYP Status




## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2008-09)**

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

### How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives	
	Met AYP	Graduation Rate <sup>2</sup>	State Standard	Progress Target 2007-08 2008-09
<b>All Students (53)</b>		94%	55%	
<b>Ethnicity</b>				
American Indian or Alaska Native (0)				
Black or African American (0)				
Hispanic or Latino (0)				
Asian or Native Hawaiian/Other Pacific Islander (0)				
White (53)		94%	55%	
Multiracial (0)				
<b>Other Groups</b>				
Students with Disabilities (10)	-	-	-	
Limited English Proficient <sup>3</sup> (0)				
Economically Disadvantaged (22)	-	-	-	
<b>Final AYP Determination</b>  1 of 1				

#### NOTES

<sup>1</sup> Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

<sup>2</sup> Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

<sup>3</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007-08.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2007-08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. The 2008-09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007-08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

## **2008–09 Accountability Status of Schools in Your District**

This section lists all schools in your district by 2008–09 accountability status.

### **Federal Title I Status**

### **New York State Status**

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**Good Standing**

1 school identified 100% of total

CANASERAGA SCHOOL

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## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2005-06	2006-07	2007-08
Pre-K	16	16	22
Kindergarten	20	20	21
Grade 1	12	20	20
Grade 2	21	15	21
Grade 3	22	26	16
Grade 4	17	26	27
Grade 5	19	20	23
Grade 6	20	25	19
Ungraded Elementary	0	0	0
Grade 7	26	24	22
Grade 8	25	27	21
Grade 9	22	24	30
Grade 10	27	22	22
Grade 11	26	27	17
Grade 12	27	24	27
Ungraded Secondary	0	0	4
<b>Total K-12</b>	284	300	290

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	19	21	21
<b>Grade 8</b>			
English	20	14	21
Mathematics	20	14	10
Science	25	14	10
Social Studies	24	26	21
<b>Grade 10</b>			
English	12	10	22
Mathematics	12	9	11
Science	27	10	21
Social Studies	13	12	

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	86	30%	84	28%	80	28%
Reduced-Price Lunch	42	15%	39	13%	38	13%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	0	0%	0	0%	0	0%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	2	1%	2	1%	2	1%
Black or African American	2	1%	4	1%	3	1%
Hispanic or Latino	0	0%	3	1%	2	1%
Asian or Native Hawaiian/Other Pacific Islander	0	0%	1	0%	1	0%
White	280	99%	290	97%	282	97%
Multiracial**	N/A	N/A	0	0%	0	0%

\* Available only at the school level.

\*\* Multiracial enrollment data were not collected statewide in the 2005-06 school year.

## Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	96%		96%		96%	
Student Suspensions	8	3%	12	4%	13	4%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	33	34	33
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	15%	12%	12%
Percentage with Master's Degree Plus 30 Hours or Doctorate	6%	6%	6%
<b>Total Number of Core Classes</b>	134	95	94
Percent Not Taught by Highly Qualified Teachers	1%	0%	0%
<b>Total Number of Classes</b>	141	138	148
Percent Taught by Teachers Without Appropriate Certification	2%	2%	2%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	10%	25%	
Turnover Rate of All Teachers	10%	12%	

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	2	5	3
Total Paraprofessionals*	8	8	12
Assistant Principals	0	0	0
Principals	1	1	1

\* Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

# The New York State School Report Card Fiscal Accountability Supplement for Canaseraga Central School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

2006-2007 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$2,634,985	\$1,135,307
	Pupils	309	43
	<b>Expenditures Per Pupil</b>	<b>\$8,527</b>	<b>\$26,402</b>
Similar District Group	Instructional Expenditures	\$1,437,946,953	\$490,687,373
	Pupils	171,657	26,143
	<b>Expenditures Per Pupil</b>	<b>\$8,377</b>	<b>\$18,769</b>
All Public Schools in NY State	Instructional Expenditures	\$26,085,780,736	\$9,685,884,288
	Pupils	2,750,202	405,309
	<b>Expenditures Per Pupil</b>	<b>\$9,485</b>	<b>\$23,898</b>
Similar District Group Description: High Need/Resource Capacity Rural			

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of pupils with disabilities in a general education setting.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including both those classified as having disabilities and those not so classified. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures.

The pupil count for Special Education is a count of K-12 students with disabilities as of December 1, 2006 plus students for whom the district receives tuition from another district.

Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for pupils with disabilities may include both general and special education expenditures. Special education services provided in the general education classroom may benefit students not classified as having disabilities.

District expenditures such as transportation, debt service, and district-wide administration are not included in these values. The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, and the School District Annual Financial Report (ST-3).

Similar District Groups are identified according to the Need-to-Resource-Capacity Index defined and used in the Annual Report to the Governor and Legislature on the Educational Status of the State's Schools.

## The New York State School Report Card Information about Students with Disabilities for Canaseraga Central School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. These regulations require that the percentage of students with disabilities receiving services outside of general classroom settings and the classification rate of students with disabilities for the district be reported and compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

Student Counts as of December 3, 2007	<b>This District</b>		<b>Total of All Public School Districts</b>
Student Placement -- Time Outside a Regular Classroom	<b>Count of Students with Disabilities</b>	<b>Percentage of Students with Disabilities</b>	<b>Percentage of Students with Disabilities</b>
20% or less	<b>15</b>	<b>42.9%</b>	<b>56.7%</b>
21% to 60%	<b>10</b>	<b>28.6%</b>	<b>18.1%</b>
More than 60%	<b>10</b>	<b>28.6%</b>	<b>18.9%</b>
Separate Settings	<b>0</b>	<b>0.0%</b>	<b>4.4%</b>
Other Settings	<b>0</b>	<b>0.0%</b>	<b>1.8%</b>

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5.. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on December 3, 2007. The percentages represent the amount of time students with disabilities are outside general education classrooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

### School-age Students with Disabilities Classification Rate

<b>2007-08</b>	<b>This District *</b>	<b>Total of All Public School Districts *</b>
<b>Special Education Classification Rate</b>	<b>11.64%</b>	<b>12.6%</b>

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school age students who reside in the district (in the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district).. Source data are drawn from the Student Information Reporting System (SIRS) and from the Basic Education Data System (BEDS).