CAZENOVIA
CENTRAL SCHOOL DISTRICT

End of the Year Data

2023-2024 School Year in Review with Data:

AIMSWeb
BIMAS
Extra-Curricular (Sports) Participation Data
Attendance
Demographic Data

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Demographic Data

Typical Demographic Data to Look at…

Student Enrollment: Total number of students and breakdown by grade level.

Ethnic/Racial Composition: Percentages of students from different ethnic and racial backgrounds.

Gender Distribution: Percentage of male and female students.

Socioeconomic Status: Percentage of students eligible for free or reduced-price lunch.

English Language Learners (ELL): Number and percentage of ELL students.

Special Education: Number and percentage of students receiving special education services.

Attendance Rates: Overall and chronic absenteeism rates.

Graduation Rates: For high schools, the percentage of students graduating on time.

Academic Performance: Standardized test scores and proficiency levels in core subjects.

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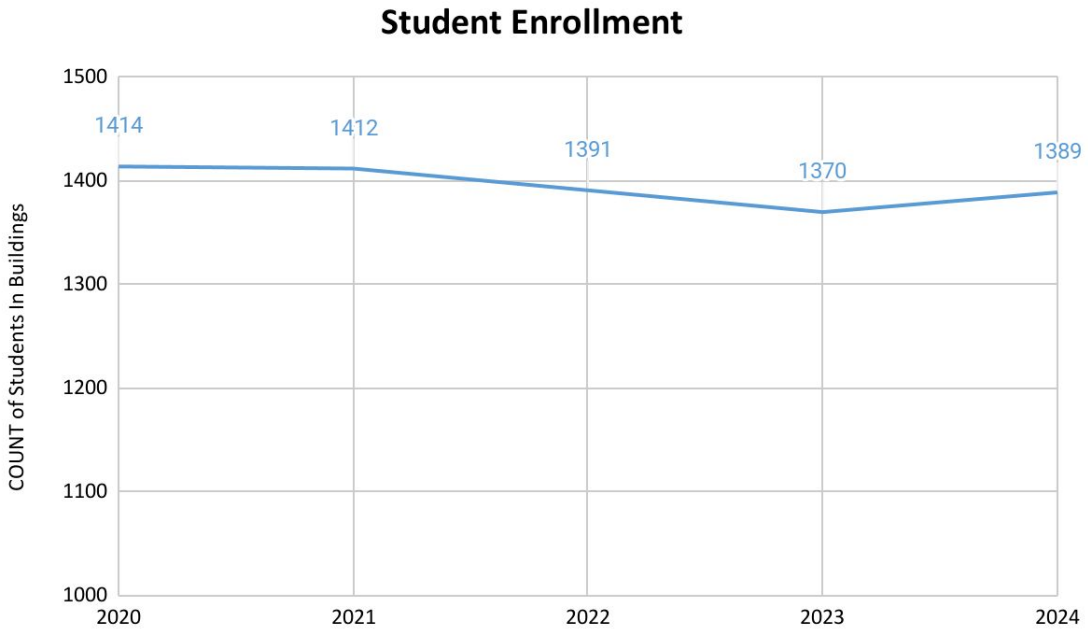
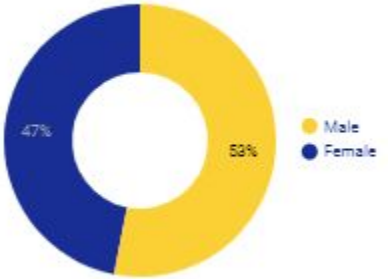
Caz Demographic Data

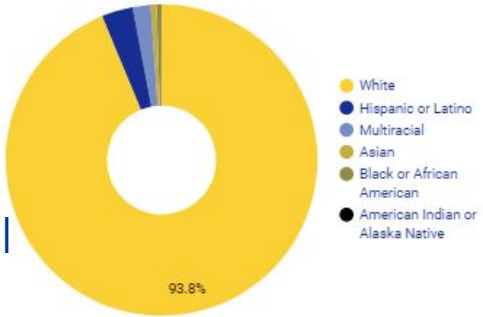


Enrollment trends over the last 5 years - remind fairly stable.

Demographics: Male & Female



Ethnic - Racial Composition



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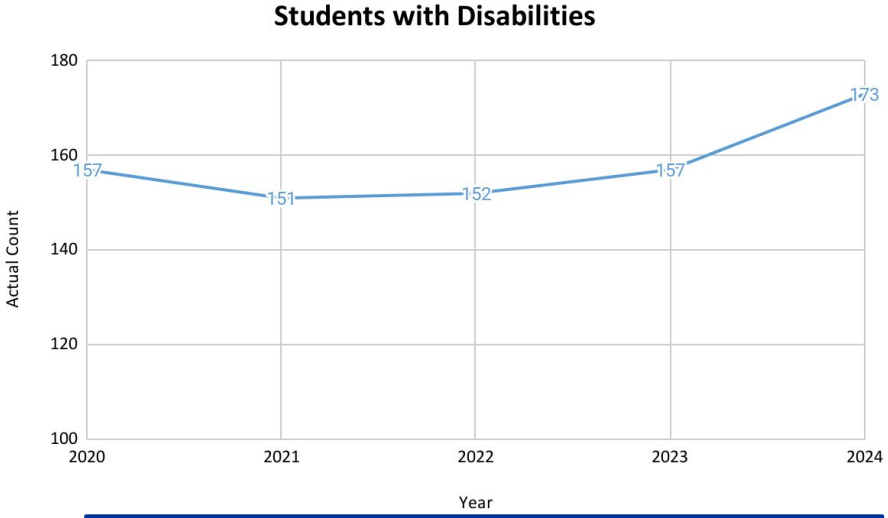
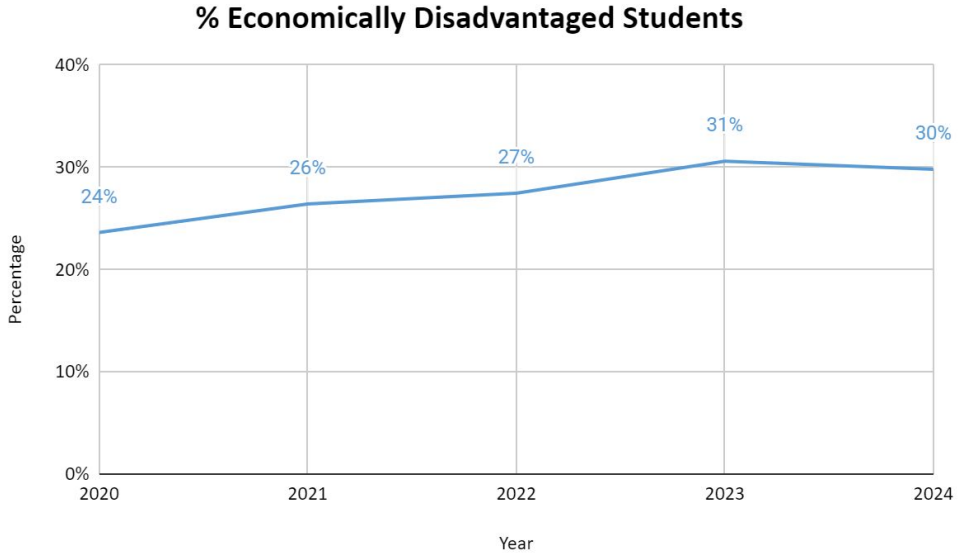
Demographic Data





Economically Disadvantaged Trend

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
16%	21%	22%	22%	24%	23%	24%	26%	27%	31%	30%

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Financial Stat: Per Student Expenditure

Cazenovia is # 386 out of 492 Upstate New York school districts in expense per student. That puts us in the bottom ¼ of schools - we spent $21,258 per student.

Some Academic Highlights

- 32 students attending a new UPK program (54 next year).
- New rigorous curricular programs - Wit and Wisdom (ELA) and Eureka Math Squared.
- Assessment Data:
  - 97% passed the ELA Regents (70% with an 85 or better) - #1 in the region for '22-'23 school year.
  - 70% proficient at 8th grade math (41% at state level)
  - 79% proficient at 8th grade ELA (59% at state level)
- 61% of students take at least one AP exam prior to graduation.
- 97% Graduation Rate '22-'23
  - 67% with an Advanced Regents Diploma
  - 56% with the Seal of Civic Readiness
  - 17% with the Seal of Biliteracy

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Academic Data - AIMSWeb Data

Benchmarking: AIMSWeb is used to conduct universal screenings and benchmarks (3 times per year) to identify students' academic levels and progress.

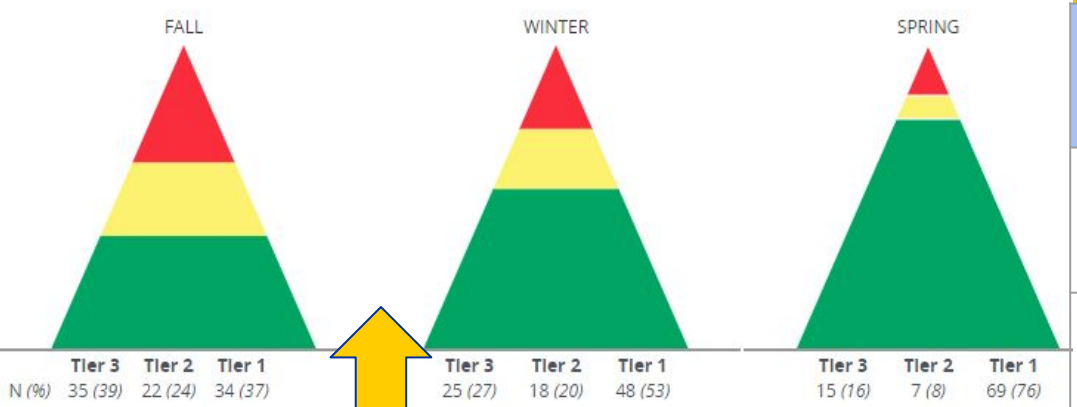
Progress Monitoring: Used for frequent progress monitoring for students receiving interventions, allowing educators to adjust instruction based on data.

Data-Driven Decision Making: AIMSWeb's data reports help teachers and administrators make informed decisions about instruction, interventions, and resource allocation.

Intervention Planning: The system aids in designing targeted interventions for students struggling in specific areas.

Communication: It facilitates communication with parents and stakeholders by providing clear and actionable data on student performance.

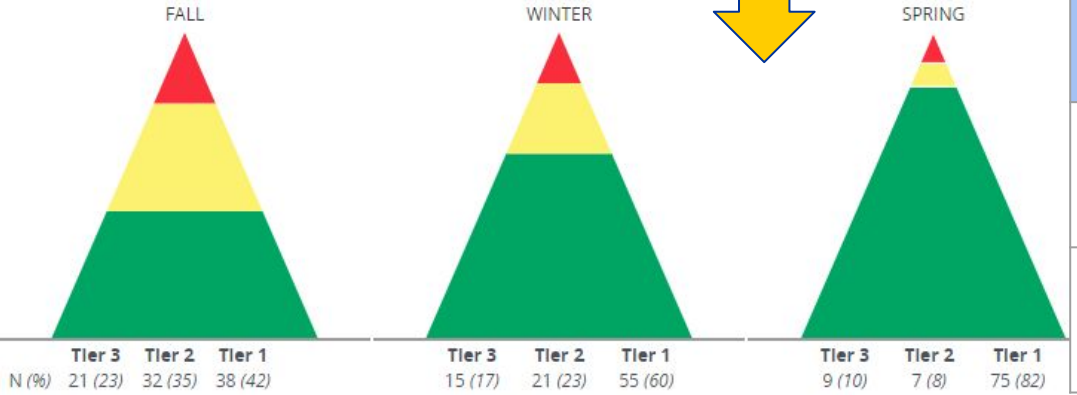
Kindergarten AIMSWeb



Early Literacy

Avg Growth Percentile	Early Literacy	Letter Naming Fluency	Letter Word Sounds Fluency
Caz	45.4	46.4	43.4
Region	42.4	38.6	44.6

Early Numeracy



Avg Growth Percentile	Early Numeracy	Number Naming Fluency	Concepts & Applications
Caz	45.8	50.2	53.8
Region	43.7	43.2	46.1

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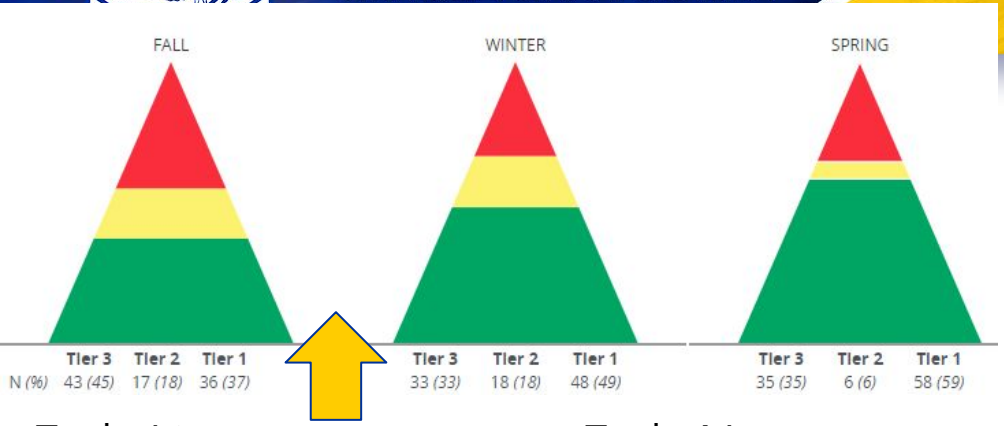
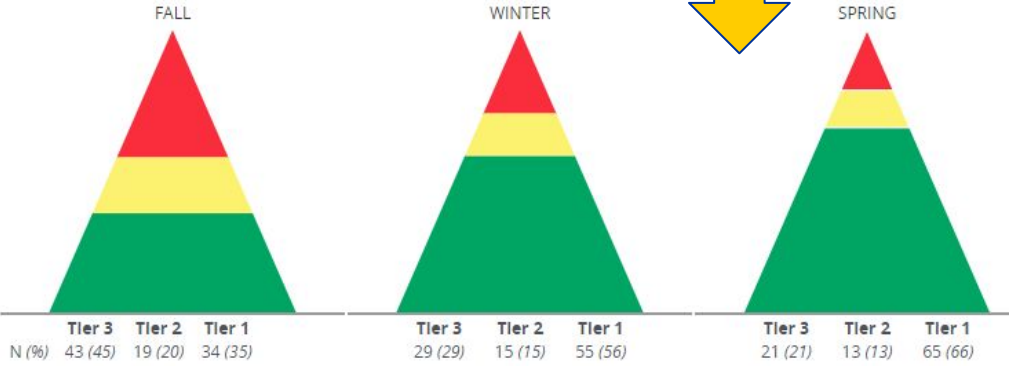
1st Grade AIMSWeb



Early Literacy

Early Numeracy



Avg Growth Percentile	Early Literacy	Nonsense Word Fluency	Oral Reading Fluency
Caz	55.1	40.1	55.1
Region	51.6	43.6	51.6

Avg Growth Percentile	Early Numeracy	Math Facts - 1 Digit	Concepts & Applications
Caz	54	49.1	42.9
Region	52.8	51.9	40.1

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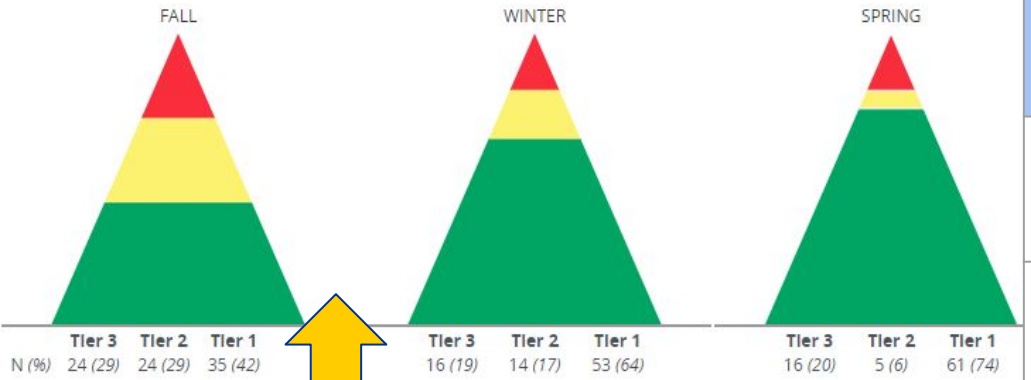
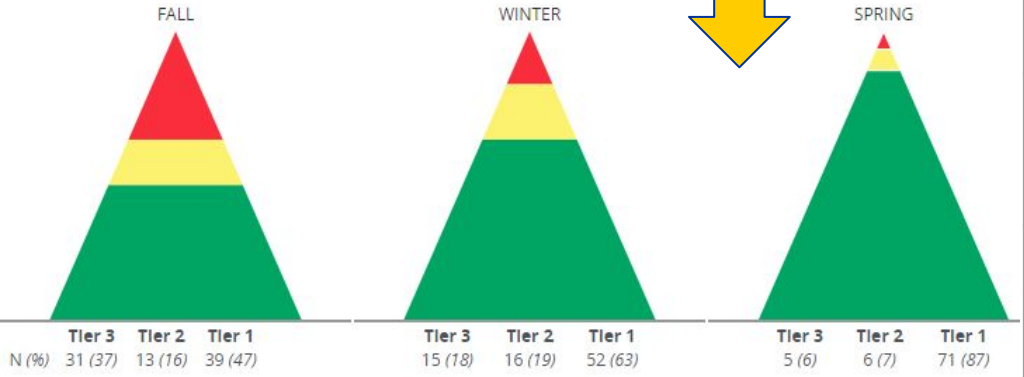
2nd Grade AIMSWeb



Reading

Math



Avg Growth Percentile	Reading	Oral Reading Fluency	Vocabulary	Reading Comprehension
Caz	52.3	56.1	60.1	55.4
Region	49.6	51.9	54.8	54

Avg Growth Percentile	Math	Number Sense Fluency	Concepts & Applications
Caz	70.7	69.4	65
Region	52.3	53	52

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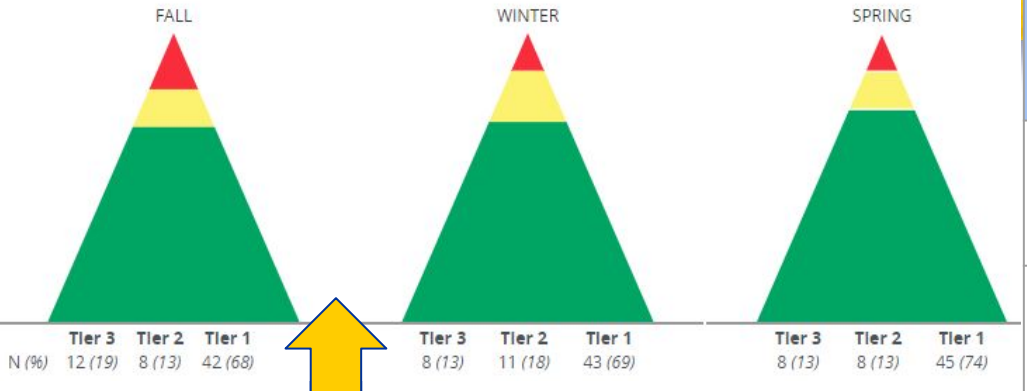
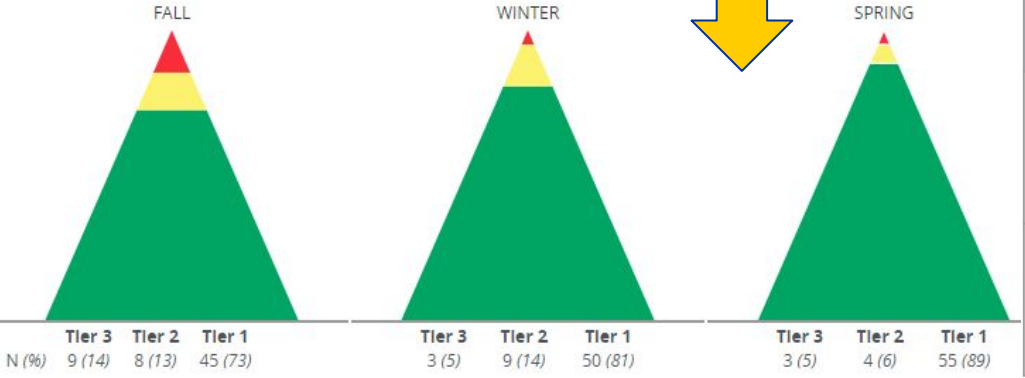
3rd Grade AIMSWeb



Reading

Avg Growth Percentile	Reading	Oral Reading Fluency	Vocabulary	Reading Comprehension
Caz	47.4	56.1	60.1	55.4
Region	49.6	51.9	54.8	54

Math



Avg Growth Percentile	Math	Number Sense Fluency	Concepts & Applications
Caz	60.2	57	62.8
Region	53.6	53.3	56.7

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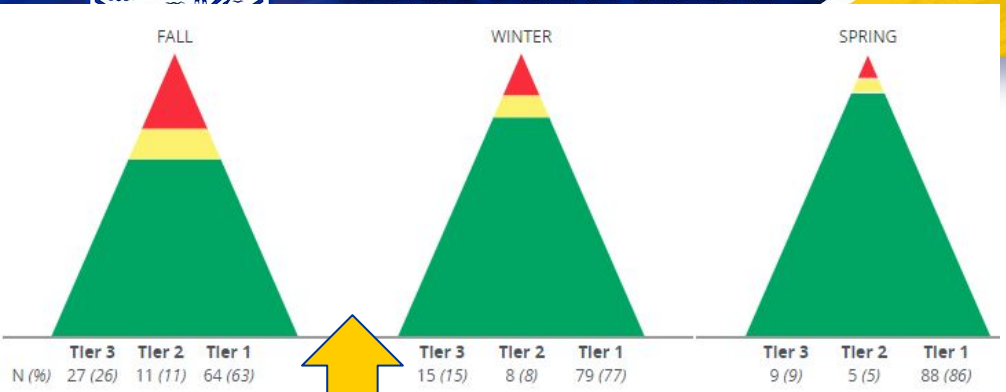
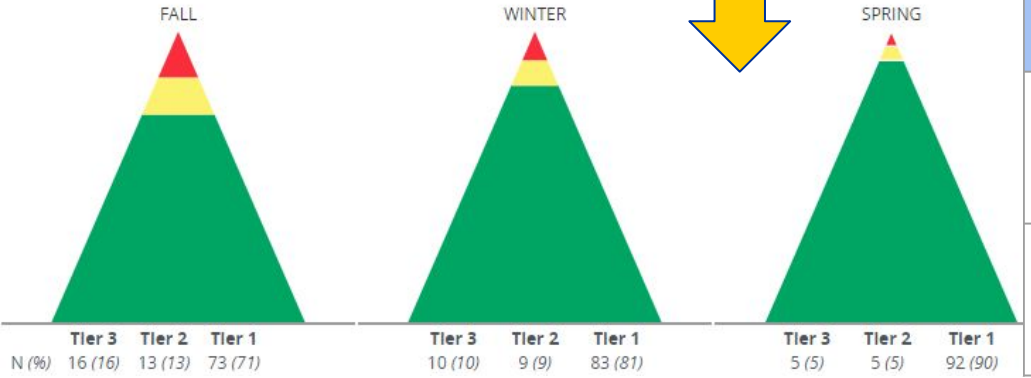
4th Grade AIMSWeb



Reading

Avg Growth Percentile	Reading	Oral Reading Fluency	Vocabulary	Reading Comprehension
Caz	65.2	59.4	60.9	63.3
Region	56.2	50.3	52.2	56.7

Math



Avg Growth Percentile	Math	Number Sense Fluency	Concepts & Applications
Caz	69	61.6	70.1
Region	54.3	53.5	57.7

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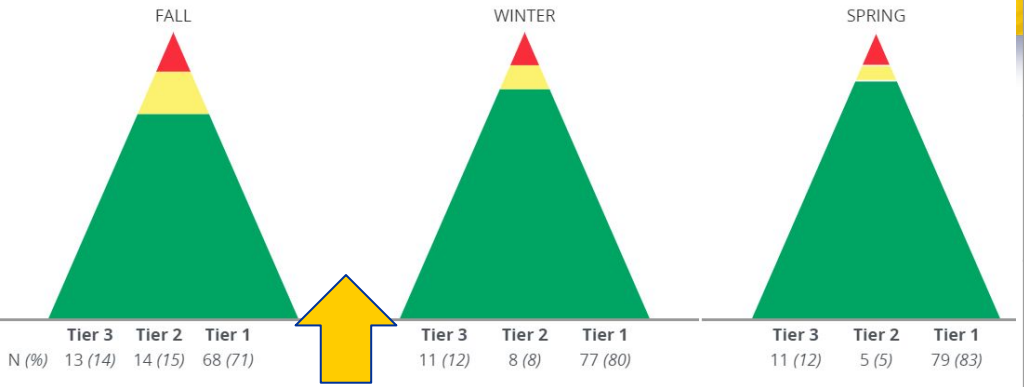
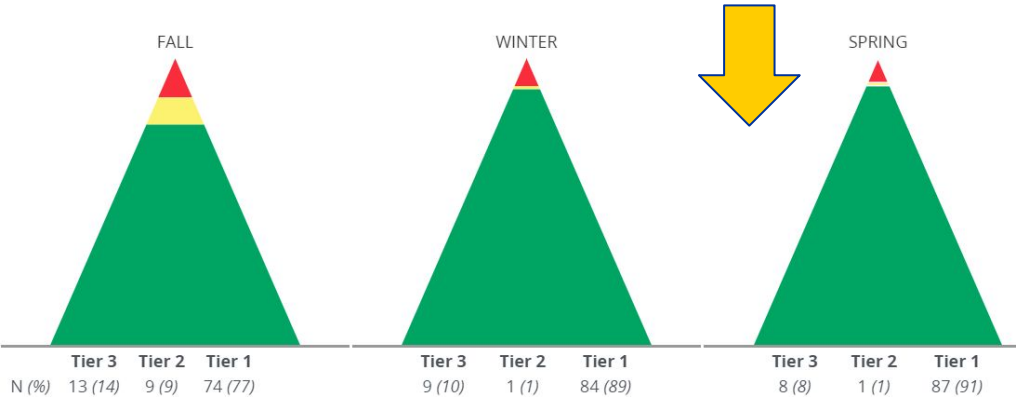
5th Grade AIMSWeb



Reading

Avg Growth Percentile	Reading	Silent Reading Fluency	Vocabulary	Reading Comprehension
Caz	59.3	59.5	56.4	58.6
Region	58.5	61.6	52.1	52.2

Math



Avg Growth Percentile	Math	Number Sense Fluency	Concepts & Applications
Caz	77.0	65.6	78
Region	59.7	53.6	60.6

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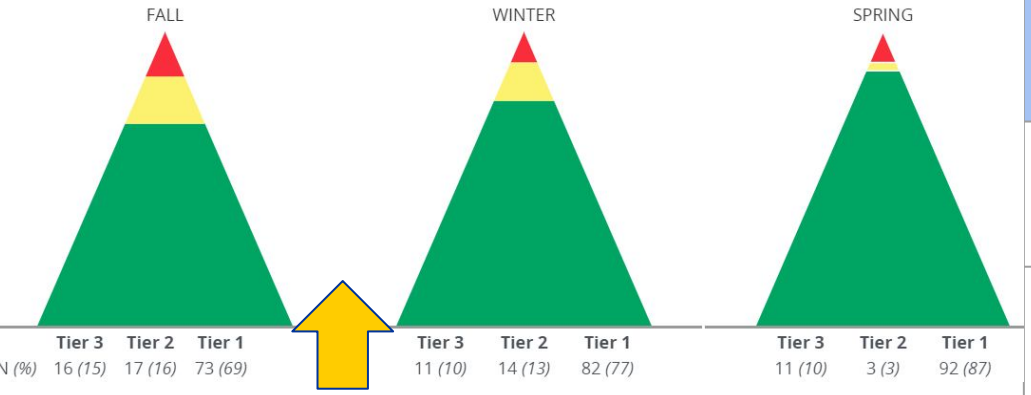
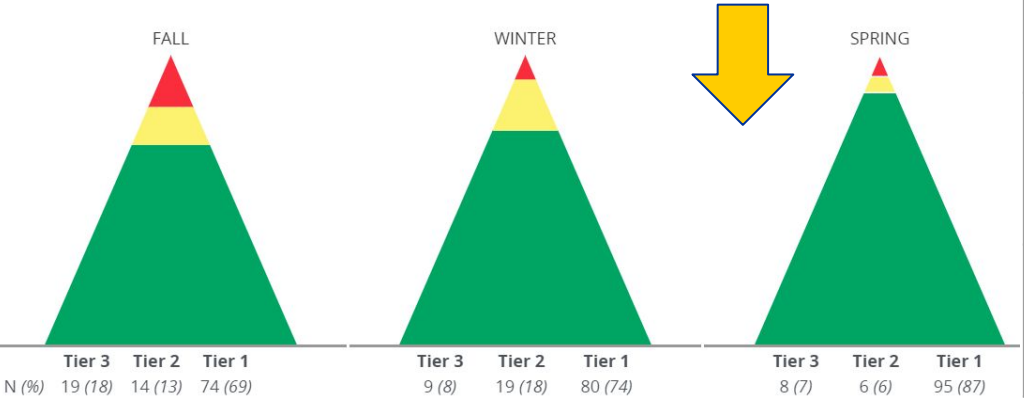
6th Grade AIMSWeb



Reading

Avg Growth Percentile	Reading	Silent Reading Fluency	Vocabulary	Reading Comprehension
Caz	55.6	58.5	52.1	53.6
Region	56.9	60.4	48.3	59

Math



Avg Growth Percentile	Math	Number Sense Fluency	Concepts & Applications
Caz	60.6	49.3	68.6
Region	61.2	48.5	69.2

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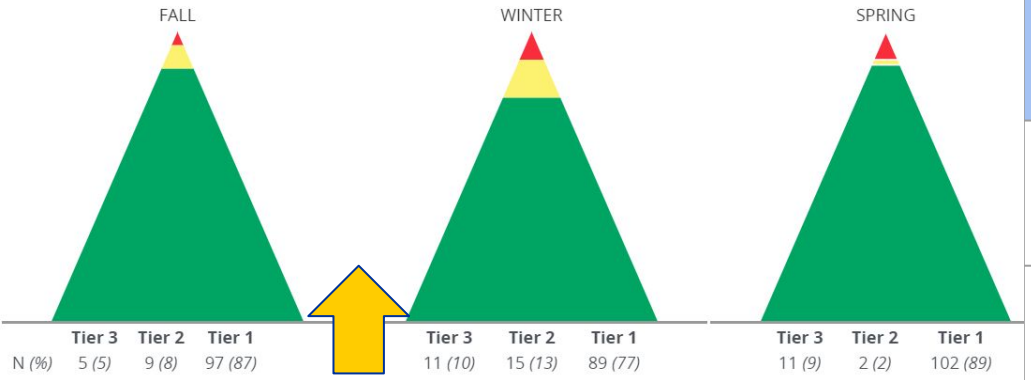
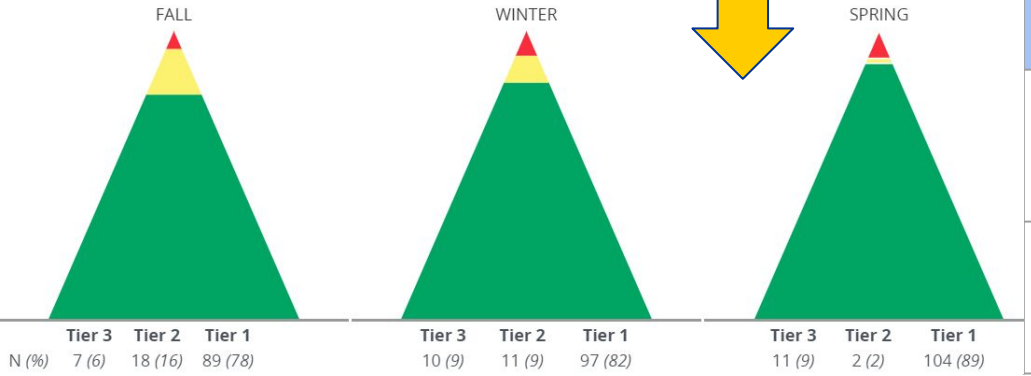
7th Grade AIMSWeb



Reading

Avg Growth Percentile	Reading	Silent Reading Fluency	Vocabulary	Reading Comprehension
Caz	57	56.1	48.4	63.3
Region	56.6	57.6	46.7	61.4

Math



Avg Growth Percentile	Math	Number Sense Fluency	Concepts & Applications
Caz	67.4	58.8	69.6
Region	53.3	50.4	58.2

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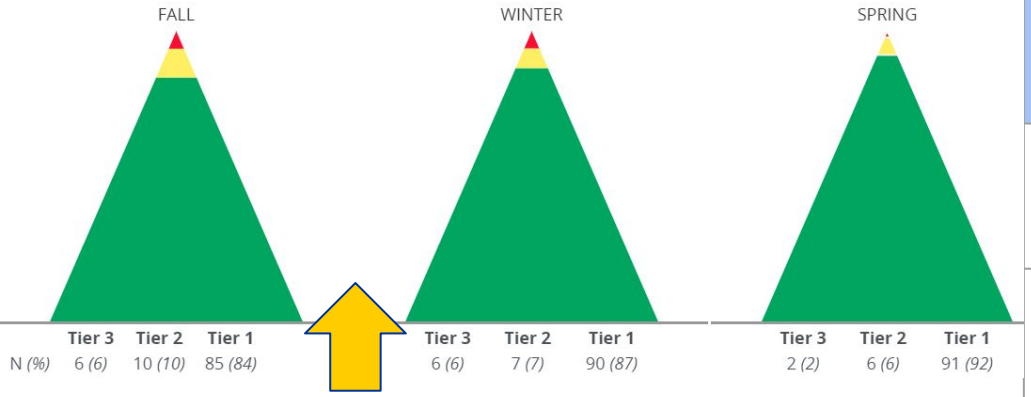
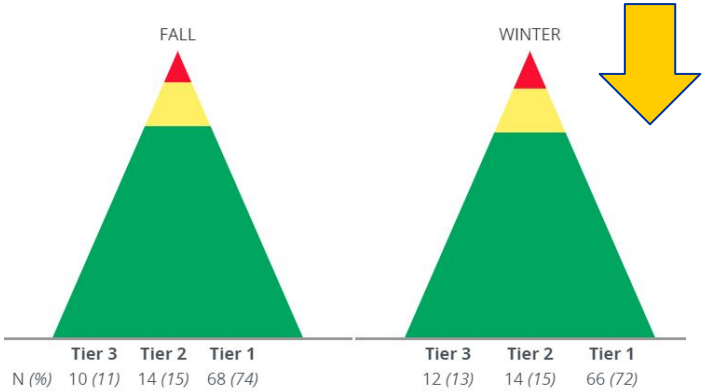
8th Grade AIMSWeb



Reading

Math



Avg Growth Percentile	Reading	Silent Reading Fluency	Vocabulary	Reading Comprehension
Caz	67	56.4	62.8	66.4
Region	57.4	54.6	56.6	56.8

8th Grade Math is different as approximately ¼ of students take Algebra I and therefore did not participate in the AIMSWeb testing

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AIMSWeb Data

- Very good growth throughout the grade levels in both math and ELA - outpacing the region in most cases.
- Data meetings are held to identify students in need of more support, or those that no longer need interventions.
- Classroom teachers can utilize to inform instruction of places that more independent work is necessary - or supports.
- Instructional coaches and Building/Instructional Leaders lead the data conversations within the buildings.

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BIMAS Screener Data

How Cazenovia Utilizes the BIMAS Screener

- **Assess Behavioral and Emotional Functioning:** It provides data on students' strengths and areas of concern.
- **Monitor Progress:** Regular administration of the survey helps track changes over time.
- **Plan Interventions:** Data from the survey informs the development of targeted interventions and supports.
- **Evaluate Outcomes:** It measures the effectiveness of implemented interventions and programs.

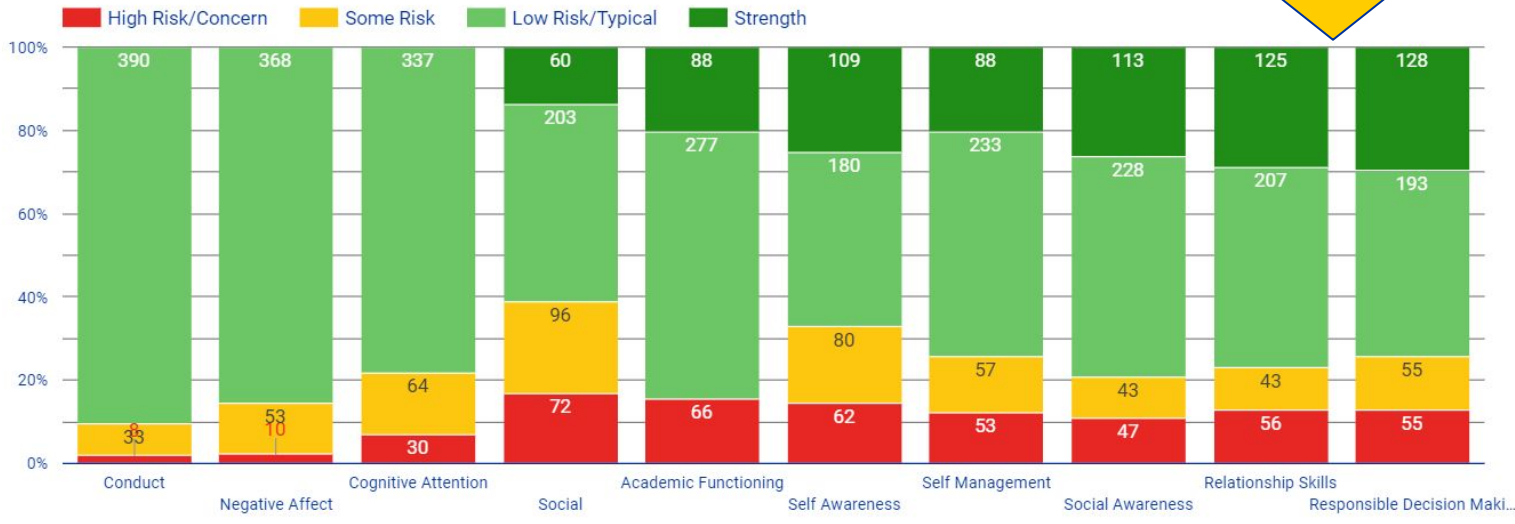
BIMAS Data

Fall

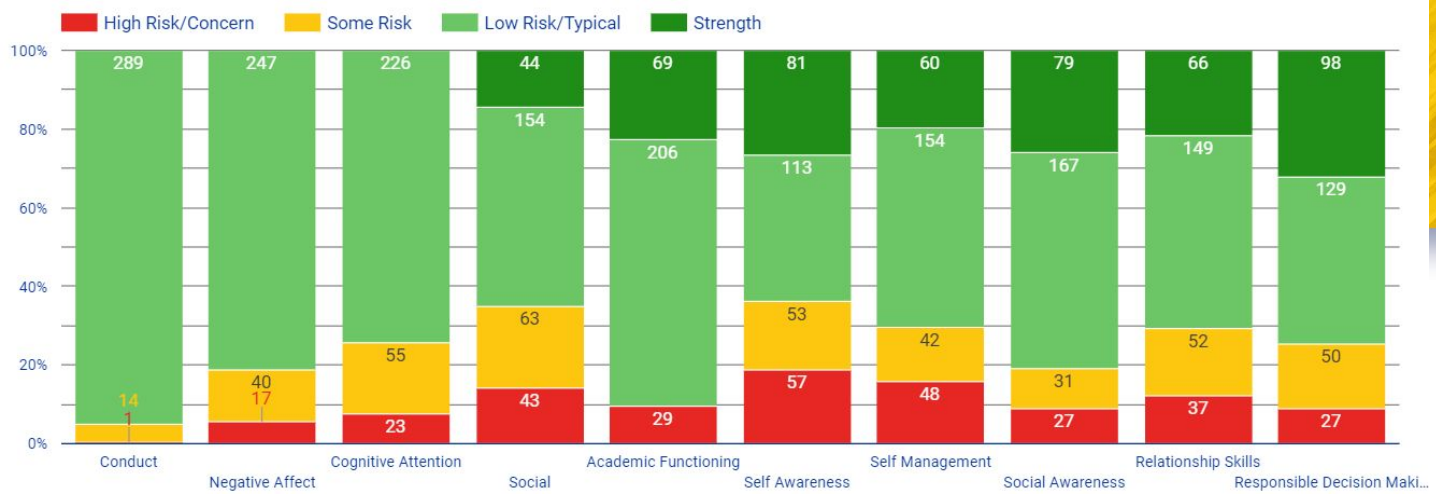
Winter

Burton Street:

Data Represents concerns about behavior and demonstrates needs for supports to be put into place, and many that have been put into place.



BIMAS Data

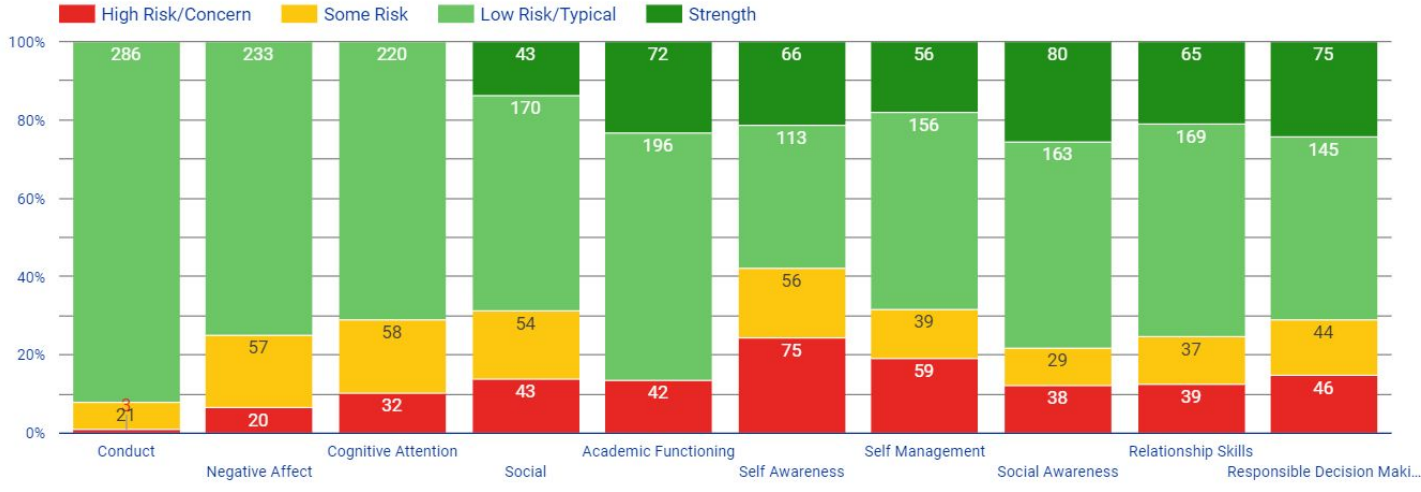


Fall

Winter

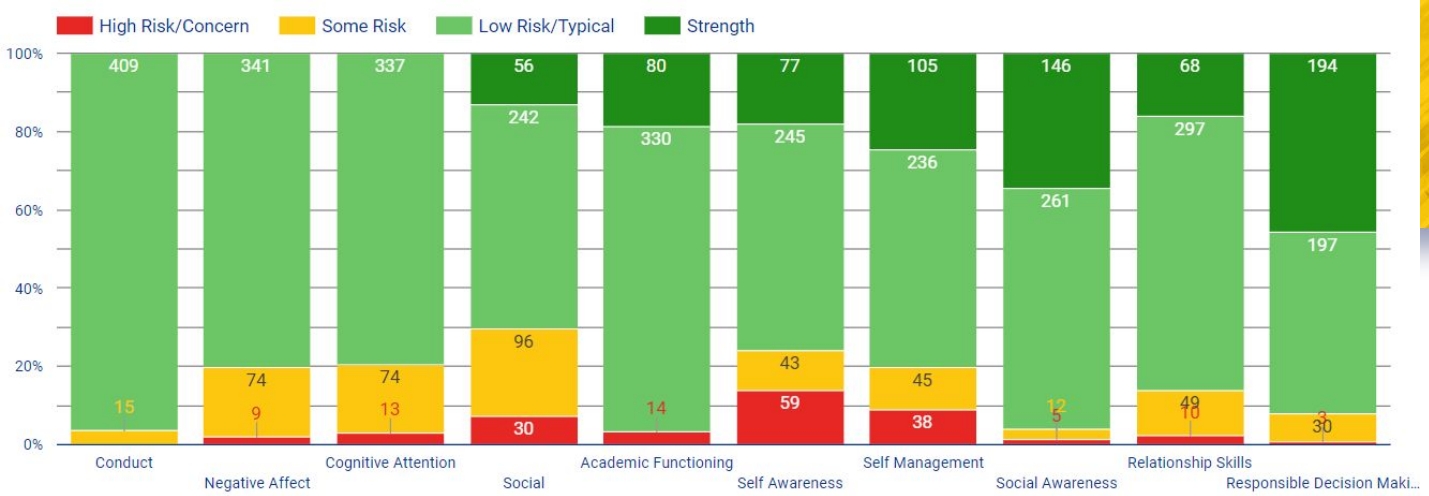
Middle School:

Data is discussed in teams - at each level it is presented and discussed about systems put into place to support our students.



BIMAS Data

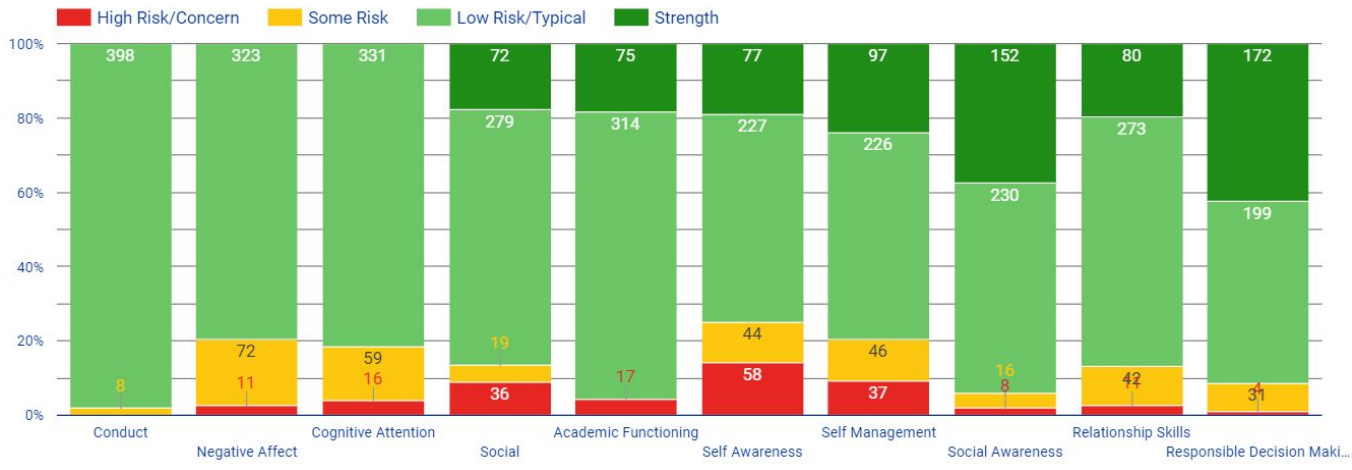
Fall



Winter

High School:

Mental Health Team leads the discussions at each of the buildings and presents the information to administration as well as MTSS team to build plans. Things are done both individually for students as well as for groups of students.



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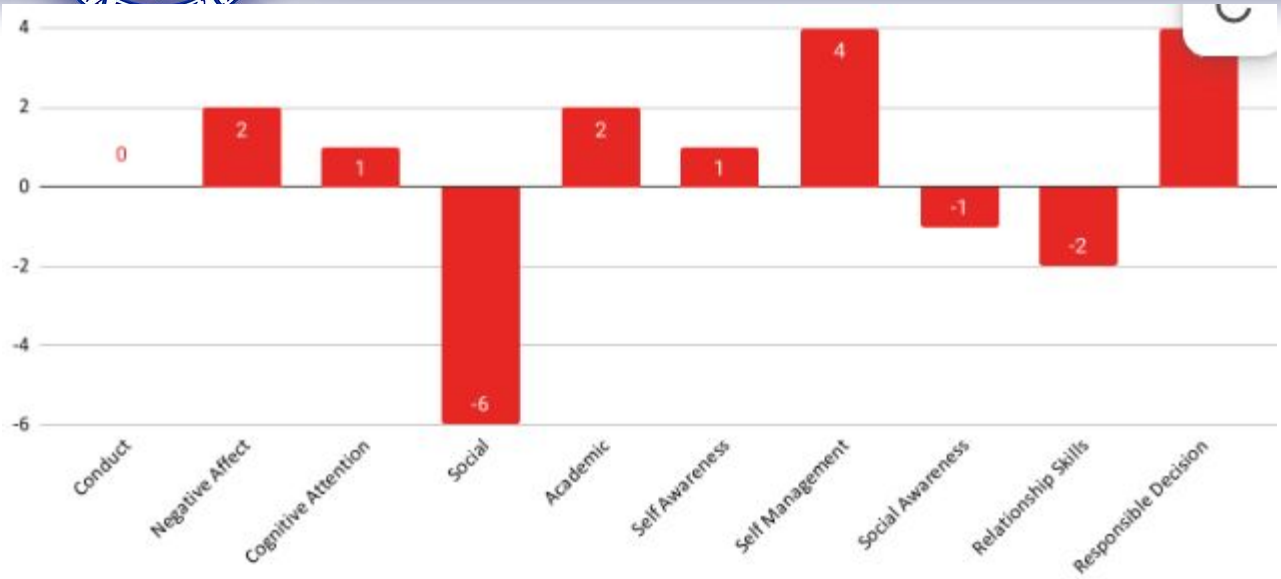
BIMAS Data



What do we do with this data?

Implement self-management groups in lunches.

Work on more self management with interventions within the classroom.

More support from social workers and Mental Health Team in classrooms and individual lessons.

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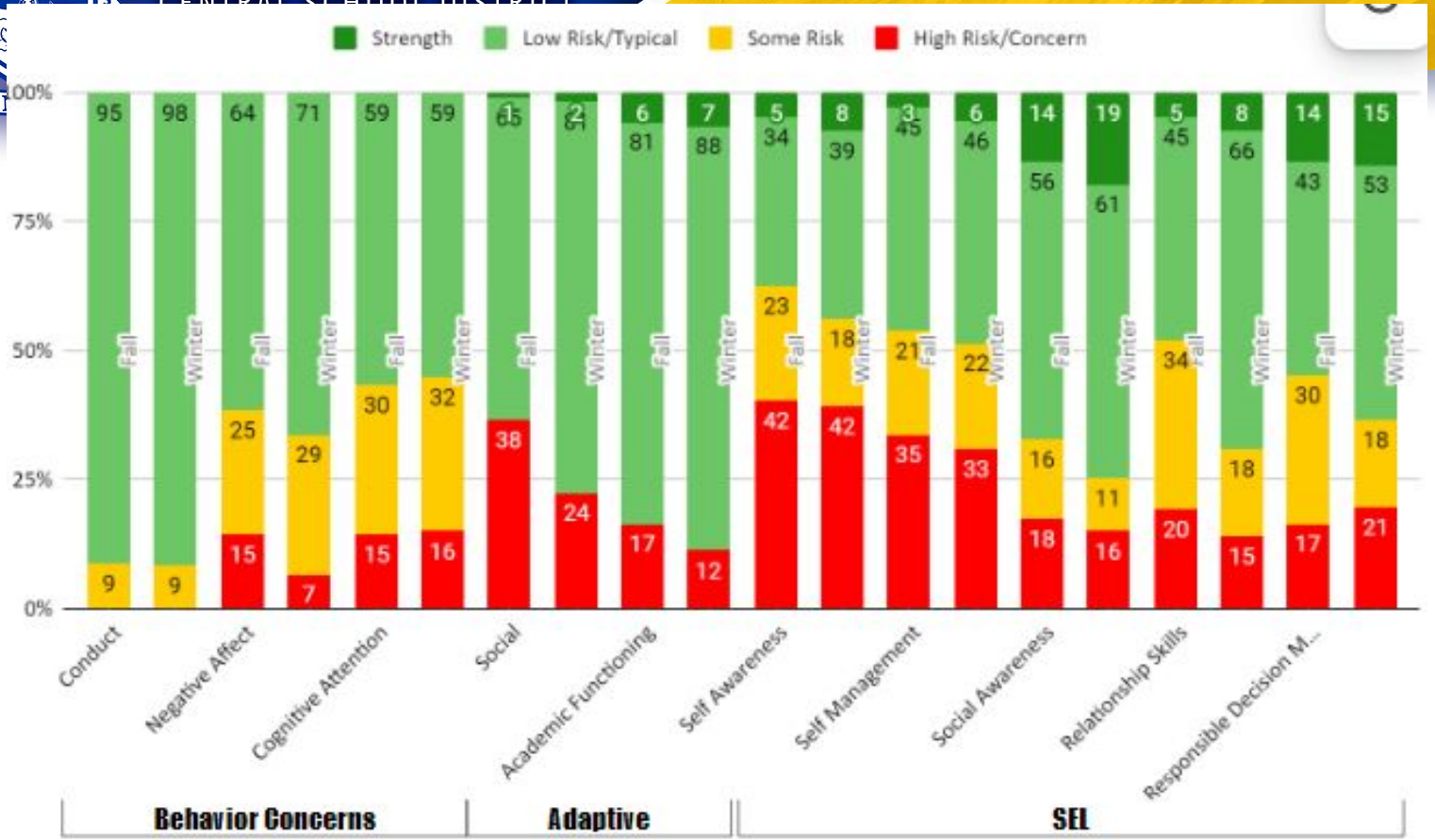
What Does BIMAS Data Look Like?



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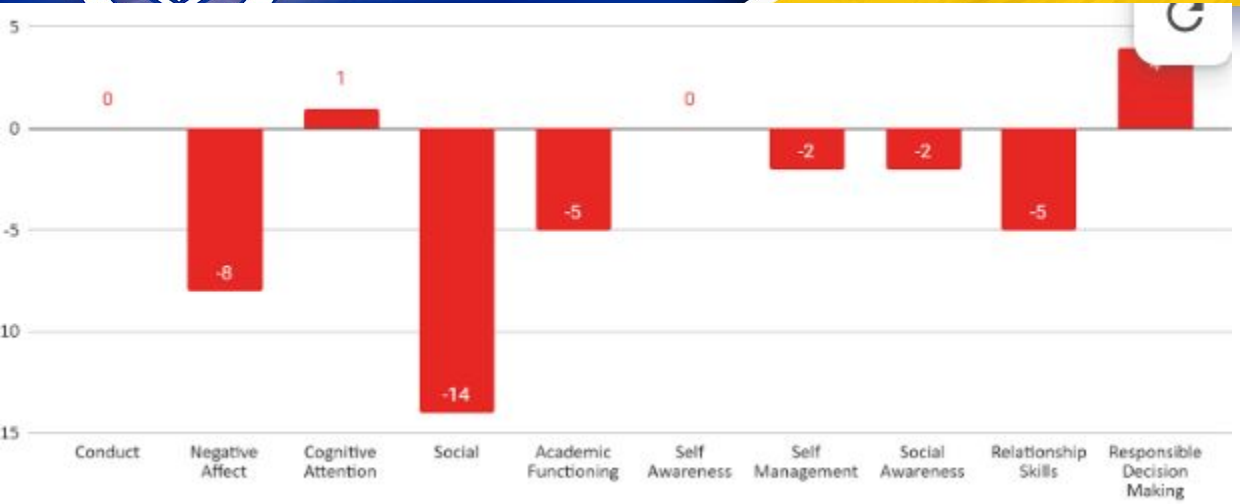
BIMAS: Example of Impact of Interventions



Shows impact of interventions through the work of Mental Health Team.

Decrease of social issues - likely through the work of the interventions of mental health team, teachers, admin, etc.

Social groups - consequences related to poor social interactions - work with families to support students - counseling etc.

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Absenteeism

Chronic Absenteeism is defined as missing 10% or more days throughout the school year.

Nationally the percentage that fell into that in 2022-2023 was approximately 27.85%.

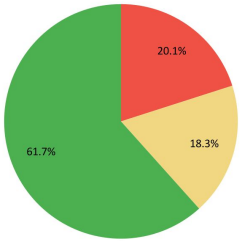
In NY State it was 26.4% for Elementary and 34.1% for Secondary schools.

Impact of Chronic Absenteeism:

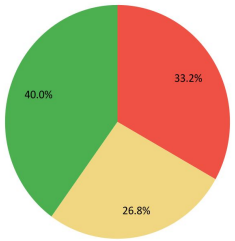
- Students falling behind - learning gaps
- Decreased likelihood of meeting grade level standards
- Increased Rates of Disengagement
- Decreased Student "Well-being"
- Decreased Graduation %

Causes:

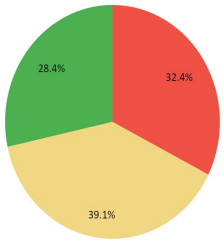
- Health Issues
- Socio-Economic Factors
- School Environment
- Family Challenges
- Academic Struggles



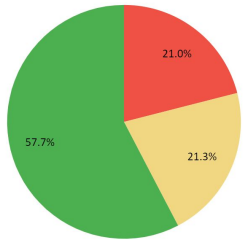
2022-2023 MP 1



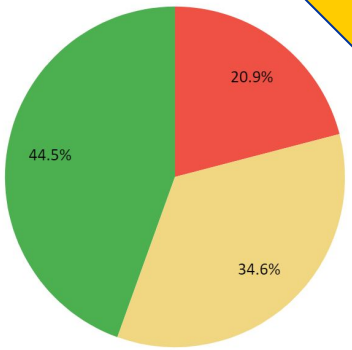
2022-2023 MP 2



2022-2023 MP 3



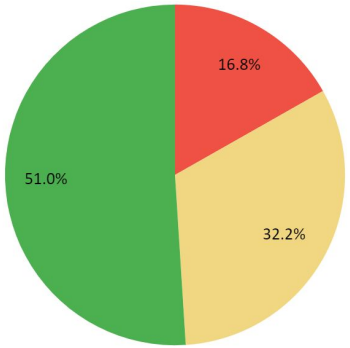
2022-2023 MP 4



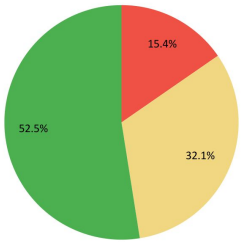
2023 Attendance

‘22-‘23 Attendance

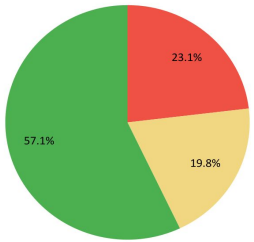
‘23-‘24 Attendance



2024 Attendance



2023-2024 MP 1



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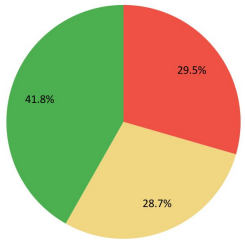

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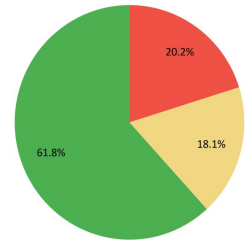

2023-2024 MP 4

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Attendance "Trends"

The data remains far better this year as compared to last year:

No Risk has increased:

- 1st MP - +9.2%
- 2nd MP - +17.1%
- 3rd MP - +13.4%
- 4th MP - +4.1%

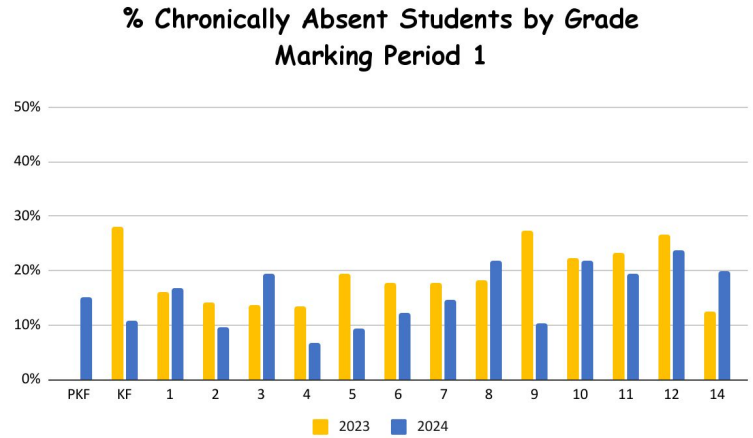
Chronically Absent decreased:

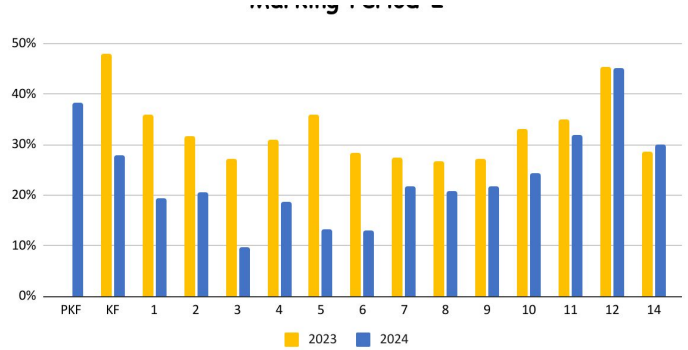
- 1st MP - -4.7%
- 2nd MP - -10.1%
- 3rd MP - -2.9%
- 4th MP - -.8%

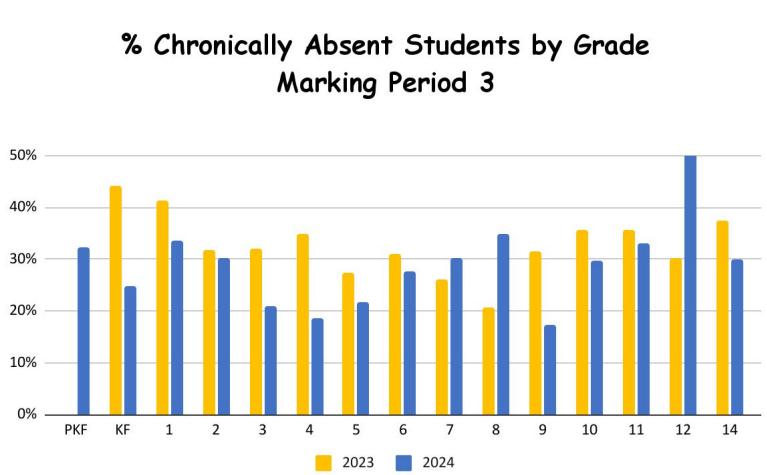
Students at no risk were up 6.5% from last year to this year.

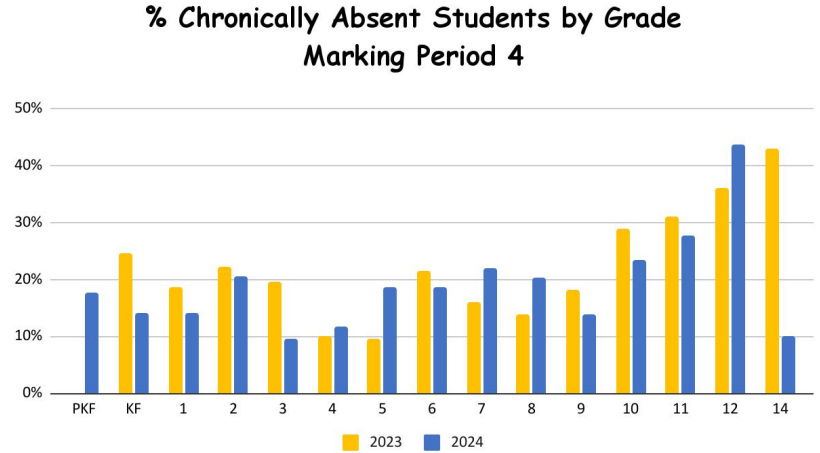
Students at-risk were down 4.1%.

Attendance Data: By Grade Level









What are the trends throughout the year by grade level?

Extra-curricular Activities (Sports)

Data shows that those that participate in sports do better in school (roughly 10% better in Core subjects) - it is especially true in females who have higher GPAs than their peers and graduate college at a higher rate.

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Sports Participation

Grade Level	Percent Participation	Percent 3+ Sports
7th Grade	70%	20%
8th Grade	75%	18%
9th Grade	83%	41%
10th Grade	74%	28%
11th Grade	72%	14%
12th Grade	62%	16%

National Data likely not completely accurate - but nationally under 60% participation rate.

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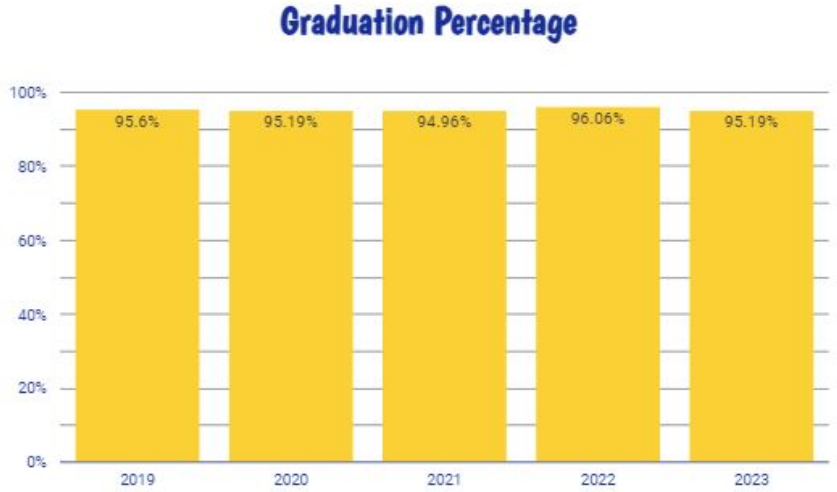
End of Year Data

What does the data tell us about the ‘23-’24 Cazenovia Central School year?

What as a BOE member and a community member are you most surprised about/proud of? Doesn’t have to be something from this presentation…

Do you have any questions?