

New York State School Report Card Comprehensive Information Report

BEDS Code : 57-06-03-04-0002

Grade Range : 6-12

Name : Campbell-Savona Middle School High School

Principal: Mark Sissel

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	96	101	104
Ungraded Elementary	0	0	0
Seventh	95	101	99
Eighth	77	91	100
Ninth	95	84	89
Tenth	95	91	86
Eleventh	94	75	95
Twelfth	82	74	77
Ungraded Secondary	0	0	0
Total K-12 Enrollment	634	617	650

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	6	0.9%	9	1.5%	10	1.5%
Black (Not Hispanic)	2	0.3%	1	0.2%	1	0.2%
Hispanic	4	0.6%	3	0.5%	1	0.2%
White (Not Hispanic)	622	98.1%	604	97.9%	638	98.2%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	23	18
Mathematics Grade 8	17	17	20
Science Grade 8	19	23	20
Social Studies Grade 8	19	23	20
English Grade 10	23	23	20
Mathematics Grade 10	18	25	17
Science Grade 10	18	18	13
Social Studies Grade 10	24	22	25

(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
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.0%		94.0%		95.1%
Student Suspensions	32	5.2%	17	2.7%	63	10.2%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	19.9%	21.4%	24.6%
Reduced Lunch	8.5%	10.2%	12.8%
Public Assistance	21-30%	21-30%	31-40%
Student Stability	100%	96%	94%

Staff Counts

Staff	2001–2002
Total Teachers	53
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching out of Certification*	3
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	66	24	36%	60	34	57%	70	37	53%
Students with Disabilities	11	1	9%	11	0	0%	3	0	0%
All Students	77	25	32%	71	34	48%	73	37	51%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	20	31	1	9	7	5
Percent	27%	42%	1%	12%	10%	7%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
3	0	0	3

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					7	2.0%
	Entered GED Program*					7	2.0%
	Total Noncompleters					14	4.0%
Students with Disabilities	Dropped Out					2	0.6%
	Entered GED Program*					0	0.0%
	Total Noncompleters					2	0.6%
All Students	Dropped Out	24	6.6%	14	4.3%	9	2.6%
	Entered GED Program*	2	0.5%	5	1.5%	7	2.0%
	Total Noncompleters	26	7.1%	19	5.9%	16	4.6%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	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	62	79%	50	78%	15	100%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	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	5	60%	14	50%	0	0%

(Form – D)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	4	#	11	100%
Science	2	#	1	#	1	#
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	2	#
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	51	88%	3	#	1	#

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	67%	8	75%	8	75%
Science	7	86%	12	58%	3	#
Reading	13	92%	0	0%	6	100%
Writing	10	100%	11	100%	6	100%
Global Studies	5	40%	2	#	3	#
U.S. Hist & Gov't	10	70%	3	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	77	78	107	8	18	6
Number Scoring 55–100	75	71	102	7	12	5
Number Scoring 65–100	64	60	77	5	8	2
Number Scoring 85–100	11	7	18	0	0	0
Percentage of Tested Scoring 55–100	97%	91%	95%	88%	67%	83%
Percentage of Tested Scoring 65–100	83%	77%	72%	62%	44%	33%
Percentage of Tested Scoring 85–100	14%	9%	17%	0%	0%	0%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	140	41	5	33	17	0
Number Scoring 55–100	114	32	1	23	10	0
Number Scoring 65–100	94	19	1	17	6	0
Number Scoring 85–100	39	1	0	0	1	0
Percentage of Tested Scoring 55–100	81%	78%	20%	70%	59%	0%
Percentage of Tested Scoring 65–100	67%	46%	20%	52%	35%	0%
Percentage of Tested Scoring 85–100	28%	2%	0%	0%	6%	0%
Mathematics A						
Number Tested	0	0	67	0	0	7
Number Scoring 55–100	0	0	61	0	0	6
Number Scoring 65–100	0	0	49	0	0	3
Number Scoring 85–100	0	0	30	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	91%	0%	0%	86%
Percentage of Tested Scoring 65–100	0%	0%	73%	0%	0%	43%
Percentage of Tested Scoring 85–100	0%	0%	45%	0%	0%	14%
Global Studies (last administered January 2000)						
Number Tested	2			1		
Number Scoring 55–100	#			#		
Number Scoring 65–100	#			#		
Number Scoring 85–100	#			#		
Percentage of Tested Scoring 55–100	#			#		
Percentage of Tested Scoring 65–100	#			#		
Percentage of Tested Scoring 85–100	#			#		
Global History and Geography (first administered June 2000)						
Number Tested	77	90	80	17	16	9
Number Scoring 55–100	68	86	78	14	14	7
Number Scoring 65–100	60	77	69	9	13	7
Number Scoring 85–100	23	24	26	1	2	0
Percentage of Tested Scoring 55–100	88%	96%	97%	82%	88%	78%
Percentage of Tested Scoring 65–100	78%	86%	86%	53%	81%	78%
Percentage of Tested Scoring 85–100	30%	27%	33%	6%	12%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	74	9		9	1	
Number Scoring 55–100	64	8		7	#	
Number Scoring 65–100	52	4		4	#	
Number Scoring 85–100	20	1		1	#	
Percentage of Tested Scoring 55–100	86%	89%		78%	#	
Percentage of Tested Scoring 65–100	70%	44%		44%	#	
Percentage of Tested Scoring 85–100	27%	11%		11%	#	
U.S. History and Government (first administered June 2001)						
Number Tested		73	98		17	6
Number Scoring 55–100		58	91		12	5
Number Scoring 65–100		49	83		8	4
Number Scoring 85–100		21	16		2	0
Percentage of Tested Scoring 55–100		79%	93%		71%	83%
Percentage of Tested Scoring 65–100		67%	85%		47%	67%
Percentage of Tested Scoring 85–100		29%	16%		12%	0%
Living Environment (first administered June 2001)						
Number Tested		67	70		8	8
Number Scoring 55–100		67	69		8	7
Number Scoring 65–100		62	68		6	7
Number Scoring 85–100		20	25		0	0
Percentage of Tested Scoring 55–100		100%	99%		100%	88%
Percentage of Tested Scoring 65–100		93%	97%		75%	88%
Percentage of Tested Scoring 85–100		30%	36%		0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		66	77		23	9
Number Scoring 55–100		56	72		15	8
Number Scoring 65–100		45	65		6	7
Number Scoring 85–100		9	14		1	0
Percentage of Tested Scoring 55–100		85%	94%		65%	89%
Percentage of Tested Scoring 65–100		68%	84%		26%	78%
Percentage of Tested Scoring 85–100		14%	18%		4%	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	81	86	88	75	83
2001	88	87	75	76	82
2002	91	82	86	70	82

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	20	18	15	13	17
2001	33	17	17	14	20
2002	12	14	5	4	9

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	83	82	82	17	20	9
Comprehensive Spanish						
Number Tested	15	28	18	0	2	0
Number Scoring 55–100	15	28	18	0	#	0
Number Scoring 65–100	14	28	17	0	#	0
Number Scoring 85–100	8	23	13	0	#	0
Percentage of AGE Tested	18%	34%	22%	0%	#	0%
Percentage of AGE Scoring 55–100	18%	34%	22%	0%	#	0%
Percentage of AGE Scoring 65–100	17%	34%	21%	0%	#	0%
Percentage of AGE Scoring 85–100	10%	28%	16%	0%	#	0%
Percentage of Tested Scoring 65–100	93%	100%	94%	0%	#	0%
Comprehensive Latin						
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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	83	82	82	17	20	9
Sequential Mathematics, Course II						
Number Tested	67	92	18	7	9	0
Number Scoring 55–100	61	66	13	6	4	0
Number Scoring 65–100	54	58	10	4	3	0
Number Scoring 85–100	20	22	1	1	0	0
Percentage of AGE Tested	81%	112%	22%	41%	45%	0%
Percentage of AGE Scoring 55–100	73%	80%	16%	35%	20%	0%
Percentage of AGE Scoring 65–100	65%	71%	12%	24%	15%	0%
Percentage of AGE Scoring 85–100	24%	27%	1%	6%	0%	0%
Percentage of Tested Scoring 65–100	81%	63%	56%	57%	33%	0%
Sequential Mathematics, Course III						
Number Tested	45	41	51	1	3	0
Number Scoring 55–100	36	35	33	#	#	0
Number Scoring 65–100	34	31	28	#	#	0
Number Scoring 85–100	7	8	10	#	#	0
Percentage of AGE Tested	54%	50%	62%	#	#	0%
Percentage of AGE Scoring 55–100	43%	43%	40%	#	#	0%
Percentage of AGE Scoring 65–100	41%	38%	34%	#	#	0%
Percentage of AGE Scoring 85–100	8%	10%	12%	#	#	0%
Percentage of Tested Scoring 65–100	76%	76%	55%	#	#	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	83	82	82	17	20	9
Earth Science (last administered January 2001)						
Number Tested	3	6		1	2	
Number Scoring 55–100	#	3		#	#	
Number Scoring 65–100	#	1		#	#	
Number Scoring 85–100	#	0		#	#	
Percentage of AGE Tested	#	7%		#	#	
Percentage of AGE Scoring 55–100	#	4%		#	#	
Percentage of AGE Scoring 65–100	#	1%		#	#	
Percentage of AGE Scoring 85–100	#	0%		#	#	
Percentage of Tested Scoring 65–100	#	17%		#	#	
Biology (last administered January 2001)						
Number Tested	77	12		13	4	
Number Scoring 55–100	73	11		9	#	
Number Scoring 65–100	56	6		3	#	
Number Scoring 85–100	21	0		0	#	
Percentage of AGE Tested	93%	15%		76%	#	
Percentage of AGE Scoring 55–100	88%	13%		53%	#	
Percentage of AGE Scoring 65–100	67%	7%		18%	#	
Percentage of AGE Scoring 85–100	25%	0%		0%	#	
Percentage of Tested Scoring 65–100	73%	50%		23%	#	
Chemistry (last administered January 2002)						
Number Tested	22	13	2	0	1	0
Number Scoring 55–100	21	13	#	0	#	0
Number Scoring 65–100	19	11	#	0	#	0
Number Scoring 85–100	1	2	#	0	#	0
Percentage of AGE Tested	27%	16%	#	0%	#	0%
Percentage of AGE Scoring 55–100	25%	16%	#	0%	#	0%
Percentage of AGE Scoring 65–100	23%	13%	#	0%	#	0%
Percentage of AGE Scoring 85–100	1%	2%	#	0%	#	0%
Percentage of Tested Scoring 65–100	86%	85%	#	0%	#	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	83	82	82	17	20	9
Physics (last administered January 2002)						
Number Tested	8	7	0	0	0	0
Number Scoring 55–100	8	7	0	0	0	0
Number Scoring 65–100	8	7	0	0	0	0
Number Scoring 85–100	2	2	0	0	0	0
Percentage of AGE Tested	10%	9%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	10%	9%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	10%	9%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	2%	2%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			0%			0%
Percentage of AGE Scoring 55–100			0%			0%
Percentage of AGE Scoring 65–100			0%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			40			0
Number Scoring 55–100			33			0
Number Scoring 65–100			23			0
Number Scoring 85–100			1			0
Percentage of AGE Tested			49%			0%
Percentage of AGE Scoring 55–100			40%			0%
Percentage of AGE Scoring 65–100			28%			0%
Percentage of AGE Scoring 85–100			1%			0%
Percentage of Tested Scoring 65–100			57%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	105	88%	61	100%	4	#
Students with Disabilities	19	89%	24	96%	2	#

On school reports, 1999–2000 and 2000–2001 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	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
June 2002	General-Education Students	82	0%	21%	74%	5%
	Students with Disabilities	13	0%	46%	54%	0%
	All Students	95	0%	24%	72%	4%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	72	72	3	3	75	75
Number Scoring 55–64	#	#	#	#	12	6
Number Scoring 65–84	#	#	#	#	32	41
Number Scoring 85–100	#	#	#	#	26	20
Approved Alternatives	#	#	#	#	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	79	5	84
Number Scoring 55–64	5	0	5
Number Scoring 65–84	42	2	44
Number Scoring 85–100	24	0	24
Approved Alternatives	0	0	0

(Form – O)