

New York State District Report Card Comprehensive Information Report

BEDS Code: 41-06-01-04-0000
 Name: Camden Central School District
 Superintendent: Rocco J. Longo

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	107
Kindergarten	181	192	172
First	187	170	185
Second	202	188	168
Third	229	195	193
Fourth	211	230	200
Fifth	206	209	242
Sixth	235	202	221
Ungraded Elementary	28	32	0
Seventh	231	236	214
Eighth	224	235	231
Ninth	229	255	268
Tenth	201	196	225
Eleventh	205	203	180
Twelfth	199	194	198
Ungraded Secondary	18	21	0
Total K-12 Enrollment	2786	2758	2697

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	21	0.8%	16	0.6%	18	0.7%
Black (Not Hispanic)	33	1.2%	23	0.8%	23	0.9%
Hispanic	10	0.4%	12	0.4%	12	0.4%
White (Not Hispanic)	2722	97.7%	2707	98.2%	2644	98.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	19	18
Common Branch	19	19	20
English Grade 8	16	15	16
Mathematics Grade 8	21	20	23
Science Grade 8	19	14	17
Social Studies Grade 8	15	19	22
English Grade 10	22	21	23
Mathematics Grade 10	0	0	0
Science Grade 10	20	19	23
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.1%	0	0.0%	2	0.1%
Eligible for Free Lunch	809	29.0%	863	31.3%	885	32.8%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.0%		94.2%		96.7%
Student Suspensions	159	5.6%	525	18.8%	143	5.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	12.5%	13.3%	16.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	217
Total Other Professional Staff	23
Total Paraprofessionals	52
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	155	98	63%	159	91	57%	169	101	60%
Students with Disabilities	4	1	25%	14	1	7%	13	1	8%
All Students	159	99	62%	173	92	53%	182	102	56%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	49	80	0	6	44	3
Percent	27%	44%	0%	3%	24%	2%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
13	1	6	19

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	14		30		23	2.8%
	Entered GED Program*	33		36		15	1.8%
	Total Noncompleters	47		66		38	4.6%
Students with Disabilities	Dropped Out	0		9		3	4.5%
	Entered GED Program*	2		8		3	4.5%
	Total Noncompleters	2		17		6	9.0%
All Students	Dropped Out	14	1.6%	39	4.5%	26	2.9%
	Entered GED Program*	35	4.1%	44	5.1%	18	2.0%
	Total Noncompleters	49	5.8%	83	9.6%	44	4.9%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	140	0	0
	Number of Students with Disabilities	42	0	0
	Number of All Students	182	0	0
	Percent of Enrollment	26%	0%	0%
9-12	Number of General-Education Students	769	702	191
	Number of Students with Disabilities	65	123	7
	Number of All Students	834	825	198
	Percent of Enrollment	99%	96%	23%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	22		
Completed and Passed Regents Exams	21	95%	77%
Completed and had Course Average of 75% or More	22	100%	81%
Completed and Attained a HS Diploma or Equivalent	22	100%	96%
Completed and Whose Status is Known	22		
Completed and Were Successfully Placed	20	91%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	48	98%	67	91%	68	99%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	134	87%	154	88%	143	79%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	8	38%	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	11	9%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	7	86%	7	86%
Science	1	#	1	#	6	67%
Reading	2	#	1	#	3	#
Writing	2	#	1	#	3	#
Global Studies	0	0%	2	#	4	#
U.S. Hist & Gov't	2	#	4	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	57%	15	87%	11	64%
Science	4	#	5	40%	5	40%
Reading	5	100%	3	#	3	#
Writing	2	#	1	#	9	44%
Global Studies	13	46%	15	20%	8	13%
U.S. Hist & Gov't	4	#	4	#	8	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	182	178	182	15	15	16
Number Scoring 55-100	172	157	170	12	6	9
Number Scoring 65-100	148	129	156	6	3	6
Number Scoring 85-100	54	45	58	1	0	0
Percentage of Tested Scoring 55-100	95%	88%	93%	80%	40%	56%
Percentage of Tested Scoring 65-100	81%	72%	86%	40%	20%	38%
Percentage of Tested Scoring 85-100	30%	25%	32%	7%	0%	0%
Mathematics A						
Number Tested	127	216	212	3	18	8
Number Scoring 55-100	106	156	206	#	5	4
Number Scoring 65-100	91	129	186	#	2	0
Number Scoring 85-100	30	23	54	#	0	0
Percentage of Tested Scoring 55-100	83%	72%	97%	#	28%	50%
Percentage of Tested Scoring 65-100	72%	60%	88%	#	11%	0%
Percentage of Tested Scoring 85-100	24%	11%	25%	#	0%	0%
Mathematics B						
Number Tested	0	0	65	0	0	1
Number Scoring 55-100	0	0	52	0	0	#
Number Scoring 65-100	0	0	43	0	0	#
Number Scoring 85-100	0	0	10	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	80%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	66%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	15%	0%	0%	#
Global History and Geography						
Number Tested	199	215	217	21	25	24
Number Scoring 55-100	188	186	186	16	9	12
Number Scoring 65-100	158	165	155	8	5	4
Number Scoring 85-100	42	63	65	0	0	0
Percentage of Tested Scoring 55-100	94%	87%	86%	76%	36%	50%
Percentage of Tested Scoring 65-100	79%	77%	71%	38%	20%	17%
Percentage of Tested Scoring 85-100	21%	29%	30%	0%	0%	0%
U.S. History and Government						
Number Tested	209	190	185	16	16	16
Number Scoring 55-100	189	187	171	11	15	8
Number Scoring 65-100	150	169	159	7	13	8
Number Scoring 85-100	34	71	72	1	2	1
Percentage of Tested Scoring 55-100	90%	98%	92%	69%	94%	50%
Percentage of Tested Scoring 65-100	72%	89%	86%	44%	81%	50%
Percentage of Tested Scoring 85-100	16%	37%	39%	6%	12%	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	185	186	240	15	19	14
Number Scoring 55-100	184	180	216	15	18	8
Number Scoring 65-100	177	162	191	11	10	4
Number Scoring 85-100	45	49	45	0	1	0
Percentage of Tested Scoring 55-100	99%	97%	90%	100%	95%	57%
Percentage of Tested Scoring 65-100	96%	87%	80%	73%	53%	29%
Percentage of Tested Scoring 85-100	24%	26%	19%	0%	5%	0%
Physical Setting/Earth Science						
Number Tested	178	179	187	6	3	7
Number Scoring 55-100	174	171	170	6	#	4
Number Scoring 65-100	160	160	142	5	#	0
Number Scoring 85-100	62	70	43	1	#	0
Percentage of Tested Scoring 55-100	98%	96%	91%	100%	#	57%
Percentage of Tested Scoring 65-100	90%	89%	76%	83%	#	0%
Percentage of Tested Scoring 85-100	35%	39%	23%	17%	#	0%
Physical Setting/Chemistry						
Number Tested	94	97	108	1	2	2
Number Scoring 55-100	91	92	107	#	#	#
Number Scoring 65-100	79	81	88	#	#	#
Number Scoring 85-100	8	18	12	#	#	#
Percentage of Tested Scoring 55-100	97%	95%	99%	#	#	#
Percentage of Tested Scoring 65-100	84%	84%	81%	#	#	#
Percentage of Tested Scoring 85-100	9%	19%	11%	#	#	#
Physical Setting/Physics						
Number Tested			38			0
Number Scoring 55-100			38			0
Number Scoring 65-100			37			0
Number Scoring 85-100			10			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			97%			0%
Percentage of Tested Scoring 85-100			26%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	18	35	25	0	1	0
Number Scoring 55-100	18	35	25	0	#	0
Number Scoring 65-100	17	34	25	0	#	0
Number Scoring 85-100	6	13	13	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	94%	97%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	33%	37%	52%	0%	#	0%
Comprehensive Italian						
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%
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	79	90	88	0	2	1
Number Scoring 55-100	75	85	87	0	#	#
Number Scoring 65-100	69	80	76	0	#	#
Number Scoring 85-100	19	29	25	0	#	#
Percentage of Tested Scoring 55-100	95%	94%	99%	0%	#	#
Percentage of Tested Scoring 65-100	87%	89%	86%	0%	#	#
Percentage of Tested Scoring 85-100	24%	32%	28%	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 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)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	104	103	0	1	2	0
Number Scoring 55-100	97	90	0	#	#	0
Number Scoring 65-100	94	87	0	#	#	0
Number Scoring 85-100	50	38	0	#	#	0
Percentage of Tested Scoring 55-100	93%	87%	0%	#	#	0%
Percentage of Tested Scoring 65-100	90%	84%	0%	#	#	0%
Percentage of Tested Scoring 85-100	48%	37%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	107	100%	77	97%	31	97%
Students with Disabilities	13	92%	11	73%	3	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	200	3%	3%	56%	39%
	Students with Disabilities	35	9%	11%	71%	9%
	All Students	235	4%	4%	58%	34%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	194	2%	44%	46%	8%
	Students with Disabilities	33	30%	67%	3%	0%
	All Students	227	6%	48%	40%	7%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	2	0	#	#	#	#
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	0	#	#	#	#

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	182	182	182	13	13	13	195	195	195
Number Scoring 55–64	17	14	5	5	2	3	22	16	8
Number Scoring 65–84	108	83	100	5	6	8	113	89	108
Number Scoring 85–100	41	68	63	0	2	0	41	70	63
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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)