

New York State School Report Card Comprehensive Information Report

BEDS Code: 09-06-01-02-0002

Grade Range : 7-12

Name: Chazy Central Rural Junior-Senior High School

Principal: Kevin R. Mulligan

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	0	0	0
Ungraded Elementary	0	0	0
Seventh	65	47	49
Eighth	42	71	51
Ninth	50	55	73
Tenth	43	45	39
Eleventh	43	35	39
Twelfth	41	44	38
Ungraded Secondary	0	0	0
Total K-12 Enrollment	284	297	289

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1	0.4%	4	1.3%	1	0.3%
Black (Not Hispanic)	2	0.7%	3	1.0%	3	1.0%
Hispanic	0	0.0%	1	0.3%	1	0.3%
White (Not Hispanic)	281	98.9%	289	97.3%	284	98.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	21	22
English Grade 8	0	0	0
Mathematics Grade 8	19	23	21
Science Grade 8	22	24	24
Social Studies Grade 8	20	23	0
English Grade 10	0	0	0
Mathematics Grade 10	6	6	15
Science Grade 10	21	24	22
Social Studies Grade 10	0	0	22

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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).

Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.4%	0	0.0%	0	0.0%
Eligible for Free Lunch	22	7.8%	19	6.4%	27	9.3%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.8%		96.5%		96.6%
Student Suspensions	0	0.0%	1	0.4%	2	0.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	2.5%	5.1%	5.5%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	98%	95%	100%

Staff Counts

Staff	2004-05
Total Teachers	21
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	2

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	42	40	35
	Regents Diplomas	28	36	35
	% Regents Diplomas	67%	90%	100%
	Regents Diplomas with Advanced Designation**			19
	% Regents Diplomas with Advanced Designation			54%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	4	2	2
	Regents Diplomas	2	1	1
	% Regents Diplomas	50%	50%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	2	0
All Students	Total Graduates*	46	42	37
	Regents Diplomas	30	37	36
	% Regents Diplomas	65%	88%	97%
	Regents Diplomas with Advanced Designation**			19
	% Regents Diplomas with Advanced Designation			51%
	IEP Diplomas or Local Certificates	1	2	0

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

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

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	19	15	0	0	1	0	0	0
	Percent	54%	43%	0%	0%	3%	0%	0%	0%
Students with Disabilities	Number	1	1	0	0	0	0	0	0
	Percent	50%	50%	0%	0%	0%	0%	0%	0%
All Students	Number	20	16	0	0	1	0	0	0
	Percent	54%	43%	0%	0%	3%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	3		1	0.6%	2	1.2%
	Entered GED Program*	1		1	0.6%	0	0.0%
	Total Noncompleters	4		2	1.3%	2	1.2%
Students with Disabilities	Dropped Out	1		0	0.0%	3	15.8%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	2		0	0.0%	3	15.8%
All Students	Dropped Out	4	2.3%	1	0.6%	5	2.6%
	Entered GED Program*	2	1.1%	1	0.6%	0	0.0%
	Total Noncompleters	6	3.4%	2	1.1%	5	2.6%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

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

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	5	5	7
	Number of All Students	5	5	7
	Percent of Enrollment	5%	4%	7%
9-12	Number of General-Education Students	0	6	15
	Number of Students with Disabilities	24	19	4
	Number of All Students	24	25	19
	Percent of Enrollment	14%	14%	10%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	61	92%	28	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	22	91%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

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

Students with Disabilities

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

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	44	42	39	3	3	5
Number Scoring 55-100	41	42	39	#	#	5
Number Scoring 65-100	40	41	39	#	#	5
Number Scoring 85-100	15	16	18	#	#	0
Percentage of Tested Scoring 55-100	93%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	91%	98%	100%	#	#	100%
Percentage of Tested Scoring 85-100	34%	38%	46%	#	#	0%
Mathematics A						
Number Tested	42	45	60	2	6	2
Number Scoring 55-100	41	44	60	#	6	#
Number Scoring 65-100	37	44	60	#	6	#
Number Scoring 85-100	8	26	43	#	1	#
Percentage of Tested Scoring 55-100	98%	98%	100%	#	100%	#
Percentage of Tested Scoring 65-100	88%	98%	100%	#	100%	#
Percentage of Tested Scoring 85-100	19%	58%	72%	#	17%	#
Mathematics B						
Number Tested	34	28	30	1	1	1
Number Scoring 55-100	30	26	23	#	#	#
Number Scoring 65-100	20	22	18	#	#	#
Number Scoring 85-100	2	4	2	#	#	#
Percentage of Tested Scoring 55-100	88%	93%	77%	#	#	#
Percentage of Tested Scoring 65-100	59%	79%	60%	#	#	#
Percentage of Tested Scoring 85-100	6%	14%	7%	#	#	#
Global History and Geography						
Number Tested	42	50	48	3	7	4
Number Scoring 55-100	40	44	45	#	4	#
Number Scoring 65-100	33	38	40	#	3	#
Number Scoring 85-100	13	12	17	#	0	#
Percentage of Tested Scoring 55-100	95%	88%	94%	#	57%	#
Percentage of Tested Scoring 65-100	79%	76%	83%	#	43%	#
Percentage of Tested Scoring 85-100	31%	24%	35%	#	0%	#
U.S. History and Government						
Number Tested	44	39	41	2	3	5
Number Scoring 55-100	44	39	40	#	#	5
Number Scoring 65-100	43	39	40	#	#	5
Number Scoring 85-100	29	35	26	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	98%	#	#	100%
Percentage of Tested Scoring 65-100	98%	100%	98%	#	#	100%
Percentage of Tested Scoring 85-100	66%	90%	63%	#	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	40	46	36	2	8	1
Number Scoring 55-100	40	45	36	#	7	#
Number Scoring 65-100	40	45	36	#	7	#
Number Scoring 85-100	16	18	18	#	2	#
Percentage of Tested Scoring 55-100	100%	98%	100%	#	88%	#
Percentage of Tested Scoring 65-100	100%	98%	100%	#	88%	#
Percentage of Tested Scoring 85-100	40%	39%	50%	#	25%	#
Physical Setting/Earth Science						
Number Tested	46	46	61	8	4	3
Number Scoring 55-100	44	42	60	7	#	#
Number Scoring 65-100	42	40	55	6	#	#
Number Scoring 85-100	27	16	26	3	#	#
Percentage of Tested Scoring 55-100	96%	91%	98%	88%	#	#
Percentage of Tested Scoring 65-100	91%	87%	90%	75%	#	#
Percentage of Tested Scoring 85-100	59%	35%	43%	38%	#	#
Physical Setting/Chemistry						
Number Tested	23	23	23	0	1	0
Number Scoring 55-100	23	23	23	0	#	0
Number Scoring 65-100	21	22	20	0	#	0
Number Scoring 85-100	6	7	5	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	91%	96%	87%	0%	#	0%
Percentage of Tested Scoring 85-100	26%	30%	22%	0%	#	0%
Physical Setting/Physics						
Number Tested		13	11		0	0
Number Scoring 55-100		13	11		0	0
Number Scoring 65-100		13	11		0	0
Number Scoring 85-100		6	8		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		100%	100%		0%	0%
Percentage of Tested Scoring 85-100		46%	73%		0%	0%

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	35	35	24	1	1	0
Number Scoring 55-100	35	35	24	#	#	0
Number Scoring 65-100	34	32	24	#	#	0
Number Scoring 85-100	19	15	14	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	97%	91%	100%	#	#	0%
Percentage of Tested Scoring 85-100	54%	43%	58%	#	#	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	1	0	0	0	0	0
Number Scoring 55-100	#	0	0	0	0	0
Number Scoring 65-100	#	0	0	0	0	0
Number Scoring 85-100	#	0	0	0	0	0
Percentage of Tested Scoring 55-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	0%	0%	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 Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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 2005	General-Education Students	44	2%	2%	43%	52%
	Students with Disabilities	7	29%	29%	43%	0%
	All Students	51	6%	6%	43%	45%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	33	33	33	2	2	2	35	35	35
Number Scoring 55–64	#	#	#	#	#	#	1	0	0
Number Scoring 65–84	#	#	#	#	#	#	22	5	15
Number Scoring 85–100	#	#	#	#	#	#	12	30	20
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)