

New York State School Report Card Comprehensive Information Report

BEDS Code: 57-06-03-04-0002
 Name: Campbell-Savona High School
 Principal: Mark Sissel

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	103	94	112
Tenth	87	99	90
Eleventh	82	84	99
Twelfth	86	71	77
Ungraded Secondary	0	0	0
Total K-12 Enrollment	358	348	378

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	7	2.0%	5	1.4%	5	1.3%
Black (Not Hispanic)	1	0.3%	1	0.3%	0	0.0%
Hispanic	1	0.3%	1	0.3%	2	0.5%
White (Not Hispanic)	349	97.5%	341	98.0%	371	98.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	18	21
Mathematics Grade 10	15	15	18
Science Grade 10	15	16	22
Social Studies Grade 10	17	20	21

(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
48	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 higher 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	85	23.7%	177	50.9%	175	46.3%

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		93.6%		93.5%		94.2%
Student Suspensions	49	7.5%	66	18.4%	68	19.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.4%	18.7%	20.9%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	86%	83%	97%

Staff Counts

Staff	2004-05
Total Teachers	21
Total Other Professional Staff	2
Total Paraprofessionals	NA
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	70	54	73
	Regents Diplomas	42	40	59
	% Regents Diplomas	60%	74%	81%
	Regents Diplomas with Advanced Designation**			25
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	10	13	3
	Regents Diplomas	0	5	2
	% Regents Diplomas	0%	38%	67%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	3	0	1
All Students	Total Graduates*	80	67	76
	Regents Diplomas	42	45	61
	% Regents Diplomas	53%	67%	80%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates	3	0	1

* 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	14	37	1	9	8	0	4	0
	Percent	19%	51%	1%	12%	11%	0%	5%	0%
Students with Disabilities	Number	0	2	1	0	0	0	0	0
	Percent	0%	67%	33%	0%	0%	0%	0%	0%
All Students	Number	14	39	2	9	8	0	4	0
	Percent	18%	51%	3%	12%	11%	0%	5%	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	2		2	0.7%	5	1.5%
	Entered GED Program*	4		7	2.4%	7	2.1%
	Total Noncompleters	6		9	3.1%	12	3.6%
Students with Disabilities	Dropped Out	0		0	0.0%	1	2.2%
	Entered GED Program*	4		8	13.8%	3	6.5%
	Total Noncompleters	4		8	13.8%	4	8.7%
All Students	Dropped Out	2	0.6%	2	0.6%	6	1.6%
	Entered GED Program*	8	2.2%	15	4.3%	10	2.7%
	Total Noncompleters	10	2.8%	17	4.9%	16	4.3%

*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	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	324
	Number of Students with Disabilities	0	0	51
	Number of All Students	0	0	375
	Percent of Enrollment	0%	0%	99%

(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%	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	17	100%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	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	2	#	1	#	3	#
Science	2	#	2	#	6	67%
Reading	0	0%	4	#	2	#
Writing	0	0%	3	#	2	#
Global Studies	1	#	5	60%	3	#
U.S. Hist & Gov't	1	#	2	#	4	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	20%	10	30%	17	29%
Science	0	0%	10	50%	18	39%
Reading	0	0%	3	#	11	64%
Writing	4	#	3	#	4	#
Global Studies	5	40%	6	33%	8	25%
U.S. Hist & Gov't	6	83%	3	#	4	#

(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	83	81	86	20	10	11
Number Scoring 55-100	77	76	80	16	9	7
Number Scoring 65-100	63	69	72	11	8	3
Number Scoring 85-100	26	33	18	2	0	0
Percentage of Tested Scoring 55-100	93%	94%	93%	80%	90%	64%
Percentage of Tested Scoring 65-100	76%	85%	84%	55%	80%	27%
Percentage of Tested Scoring 85-100	31%	41%	21%	10%	0%	0%
Mathematics A						
Number Tested	68	102	95	7	16	9
Number Scoring 55-100	54	100	91	5	16	8
Number Scoring 65-100	48	91	75	3	13	5
Number Scoring 85-100	24	17	19	1	2	1
Percentage of Tested Scoring 55-100	79%	98%	96%	71%	100%	89%
Percentage of Tested Scoring 65-100	71%	89%	79%	43%	81%	56%
Percentage of Tested Scoring 85-100	35%	17%	20%	14%	12%	11%
Mathematics B						
Number Tested	36	49	46	4	2	2
Number Scoring 55-100	26	41	28	#	#	#
Number Scoring 65-100	19	31	22	#	#	#
Number Scoring 85-100	4	8	3	#	#	#
Percentage of Tested Scoring 55-100	72%	84%	61%	#	#	#
Percentage of Tested Scoring 65-100	53%	63%	48%	#	#	#
Percentage of Tested Scoring 85-100	11%	16%	7%	#	#	#
Global History and Geography						
Number Tested	88	94	98	15	13	16
Number Scoring 55-100	76	81	84	10	9	9
Number Scoring 65-100	68	70	70	9	6	7
Number Scoring 85-100	22	16	19	0	2	0
Percentage of Tested Scoring 55-100	86%	86%	86%	67%	69%	56%
Percentage of Tested Scoring 65-100	77%	74%	71%	60%	46%	44%
Percentage of Tested Scoring 85-100	25%	17%	19%	0%	15%	0%
U.S. History and Government						
Number Tested	83	82	85	20	11	8
Number Scoring 55-100	77	76	75	17	9	6
Number Scoring 65-100	62	68	58	13	8	4
Number Scoring 85-100	22	21	19	3	0	0
Percentage of Tested Scoring 55-100	93%	93%	88%	85%	82%	75%
Percentage of Tested Scoring 65-100	75%	83%	68%	65%	73%	50%
Percentage of Tested Scoring 85-100	27%	26%	22%	15%	0%	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	73	79	77	10	11	7
Number Scoring 55-100	72	77	73	10	9	7
Number Scoring 65-100	70	71	64	9	7	5
Number Scoring 85-100	30	12	18	1	1	0
Percentage of Tested Scoring 55-100	99%	97%	95%	100%	82%	100%
Percentage of Tested Scoring 65-100	96%	90%	83%	90%	64%	71%
Percentage of Tested Scoring 85-100	41%	15%	23%	10%	9%	0%
Physical Setting/Earth Science						
Number Tested	102	89	128	13	9	16
Number Scoring 55-100	83	67	90	9	5	8
Number Scoring 65-100	73	52	72	6	3	6
Number Scoring 85-100	7	11	27	1	0	1
Percentage of Tested Scoring 55-100	81%	75%	70%	69%	56%	50%
Percentage of Tested Scoring 65-100	72%	58%	56%	46%	33%	38%
Percentage of Tested Scoring 85-100	7%	12%	21%	8%	0%	6%
Physical Setting/Chemistry						
Number Tested	54	42	31	4	2	0
Number Scoring 55-100	49	37	28	#	#	0
Number Scoring 65-100	35	28	16	#	#	0
Number Scoring 85-100	1	1	0	#	#	0
Percentage of Tested Scoring 55-100	91%	88%	90%	#	#	0%
Percentage of Tested Scoring 65-100	65%	67%	52%	#	#	0%
Percentage of Tested Scoring 85-100	2%	2%	0%	#	#	0%
Physical Setting/Physics						
Number Tested		12	13		1	0
Number Scoring 55-100		9	11		#	0
Number Scoring 65-100		7	9		#	0
Number Scoring 85-100		0	3		#	0
Percentage of Tested Scoring 55-100		75%	85%		#	0%
Percentage of Tested Scoring 65-100		58%	69%		#	0%
Percentage of Tested Scoring 85-100		0%	23%		#	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	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 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	16	18	23	0	0	0
Number Scoring 55-100	16	18	23	0	0	0
Number Scoring 65-100	16	16	23	0	0	0
Number Scoring 85-100	8	6	14	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	89%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	33%	61%	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)

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	70	70	70	4	4	4	74	74	74
Number Scoring 55–64	#	#	#	#	#	#	3	4	3
Number Scoring 65–84	#	#	#	#	#	#	47	45	39
Number Scoring 85–100	#	#	#	#	#	#	20	21	30
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)