

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: Gerald L. Blair

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	47	46	65
Eighth	46	48	42
Ninth	46	45	50
Tenth	50	52	43
Eleventh	33	41	43
Twelfth	30	36	41
Ungraded Secondary	2	3	0
Total K-12 Enrollment	254	271	284

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	1.6%	4	1.5%	1	0.4%
Black (Not Hispanic)	1	0.4%	1	0.4%	2	0.7%
Hispanic	0	0.0%	1	0.4%	0	0.0%
White (Not Hispanic)	249	98.0%	265	97.8%	281	98.9%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	22	0
Mathematics Grade 8	17	20	19
Science Grade 8	24	23	22
Social Studies Grade 8	23	0	20
English Grade 10	23	0	0
Mathematics Grade 10	8	0	6
Science Grade 10	21	24	21
Social Studies Grade 10	0	0	0

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	1	0.4%
Eligible for Free Lunch	11	4.3%	19	7.0%	22	7.7%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.3%		96.8%		96.8%
Student Suspensions	7	2.7%	0	0.0%	0	0.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.0%	0.4%	2.5%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	90%	97%	98%

Staff Counts

Staff	2002–2003
Total Teachers	21
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

*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*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	26	21	81%	31	17	55%	42	28	67%
Students with Disabilities	0	0	0%	4	1	25%	4	2	50%
All Students	26	21	81%	35	18	51%	46	30	65%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	18	20	3	0	5	0
Percent	39%	43%	7%	0%	11%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
4	2	1	5

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			1		3	
	Entered GED Program*			0		1	
	Total Noncompleters			1		4	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		1	
	Total Noncompleters			0		2	
All Students	Dropped Out	4	2.5%	1	0.6%	4	2.3%
	Entered GED Program*	0	0.0%	0	0.0%	2	1.1%
	Total Noncompleters	4	2.5%	1	0.6%	6	3.4%

*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)

Career Development and Occupational Studies (CDOS)

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

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	5
	Number of All Students		0	5
	Percent of Enrollment		0%	5%
9-12	Number of General-Education Students		8	0
	Number of Students with Disabilities		15	24
	Number of All Students		23	24
	Percent of Enrollment		13%	14%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	39	97%	47	94%	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%	1	#	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	2	#	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%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	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	1	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	0	0%	2	#
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	2	#	2	#
U.S. Hist & Gov't	1	#	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	36	42	44	5	2	3
Number Scoring 55–100	36	42	41	5	#	#
Number Scoring 65–100	36	40	40	5	#	#
Number Scoring 85–100	10	12	15	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	93%	100%	#	#
Percentage of Tested Scoring 65–100	100%	95%	91%	100%	#	#
Percentage of Tested Scoring 85–100	28%	29%	34%	0%	#	#
Mathematics A						
Number Tested	18	49	42	1	4	2
Number Scoring 55–100	16	48	41	#	#	#
Number Scoring 65–100	14	43	37	#	#	#
Number Scoring 85–100	2	24	8	#	#	#
Percentage of Tested Scoring 55–100	89%	98%	98%	#	#	#
Percentage of Tested Scoring 65–100	78%	88%	88%	#	#	#
Percentage of Tested Scoring 85–100	11%	49%	19%	#	#	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	34	0	0	1
Number Scoring 55–100	0	0	30	0	0	#
Number Scoring 65–100	0	0	20	0	0	#
Number Scoring 85–100	0	0	2	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	88%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	59%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	0%	#
Global History and Geography						
Number Tested	44	25	42	3	2	3
Number Scoring 55–100	44	25	40	#	#	#
Number Scoring 65–100	43	25	33	#	#	#
Number Scoring 85–100	16	15	13	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	95%	#	#	#
Percentage of Tested Scoring 65–100	98%	100%	79%	#	#	#
Percentage of Tested Scoring 85–100	36%	60%	31%	#	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	34	42	44	5	2	2
Number Scoring 55–100	32	42	44	4	#	#
Number Scoring 65–100	32	41	43	4	#	#
Number Scoring 85–100	20	16	29	1	#	#
Percentage of Tested Scoring 55–100	94%	100%	100%	80%	#	#
Percentage of Tested Scoring 65–100	94%	98%	98%	80%	#	#
Percentage of Tested Scoring 85–100	59%	38%	66%	20%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	38	47	40	2	2	2
Number Scoring 55–100	38	46	40	#	#	#
Number Scoring 65–100	38	43	40	#	#	#
Number Scoring 85–100	10	15	16	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	91%	100%	#	#	#
Percentage of Tested Scoring 85–100	26%	32%	40%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	42	42	46	1	4	8
Number Scoring 55–100	41	41	44	#	#	7
Number Scoring 65–100	41	41	42	#	#	6
Number Scoring 85–100	21	21	27	#	#	3
Percentage of Tested Scoring 55–100	98%	98%	96%	#	#	88%
Percentage of Tested Scoring 65–100	98%	98%	91%	#	#	75%
Percentage of Tested Scoring 85–100	50%	50%	59%	#	#	38%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		11	23		0	0
Number Scoring 55–100		11	23		0	0
Number Scoring 65–100		11	21		0	0
Number Scoring 85–100		0	6		0	0
Percentage of Tested Scoring 55–100		100%	100%		0%	0%
Percentage of Tested Scoring 65–100		100%	91%		0%	0%
Percentage of Tested Scoring 85–100		0%	26%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
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						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	30	45	35	0	1	1
Number Scoring 55–100	30	42	35	0	#	#
Number Scoring 65–100	27	35	34	0	#	#
Number Scoring 85–100	6	8	19	0	#	#
Percentage of Tested Scoring 55–100	100%	93%	100%	0%	#	#
Percentage of Tested Scoring 65–100	90%	78%	97%	0%	#	#
Percentage of Tested Scoring 85–100	20%	18%	54%	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	0	1	1	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 Tested Scoring 55–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	52	15	1	4	0	0
Number Scoring 55–100	52	15	#	#	0	0
Number Scoring 65–100	47	15	#	#	0	0
Number Scoring 85–100	17	12	#	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	#	#	0%	0%
Percentage of Tested Scoring 65–100	90%	100%	#	#	0%	0%
Percentage of Tested Scoring 85–100	33%	80%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	20	27	5	0	0	0
Number Scoring 55–100	20	23	4	0	0	0
Number Scoring 65–100	16	19	1	0	0	0
Number Scoring 85–100	8	5	0	0	0	0
Percentage of Tested Scoring 55–100	100%	85%	80%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	70%	20%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	19%	0%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	7	100%	16	100%	15	93%
Students with Disabilities	3	#	1	#	3	#

On school reports, 2000–2001 and 2001–2002 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 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	40	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	44	0%	39%	59%	2%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	41	41	41	1	1	1	42	42	42
Number Scoring 55–64	#	#	#	#	#	#	1	0	0
Number Scoring 65–84	#	#	#	#	#	#	26	25	30
Number Scoring 85–100	#	#	#	#	#	#	15	17	12
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)