

# New York State School Report Card Comprehensive Information Report

BEDS Code: 44-02-01-02-0001  
 Name: Chester Junior-Senior High School  
 Principal: Paul Reh

Grade Range : 7-12

## 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	84	57	81
Eighth	70	86	63
Ninth	65	73	82
Tenth	68	69	79
Eleventh	57	77	74
Twelfth	54	54	65
Ungraded Secondary	0	0	0
Total K-12 Enrollment	398	416	444

## 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	8	2.0%	11	2.6%	13	2.9%
Black (Not Hispanic)	40	10.1%	39	9.4%	45	10.1%
Hispanic	58	14.6%	54	13.0%	56	12.6%
White (Not Hispanic)	292	73.4%	312	75.0%	330	74.3%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	20	19
Mathematics Grade 8	19	18	17
Science Grade 8	23	21	21
Social Studies Grade 8	22	19	20
English Grade 10	24	23	26
Mathematics Grade 10	0	25	0
Science Grade 10	23	28	0
Social Studies Grade 10	21	23	27

(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%	1	0.2%	1	0.2%
Eligible for Free Lunch	35	8.8%	25	6.0%	31	7.0%

### 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		94.1%		94.6%		93.8%
Student Suspensions	27	7.0%	25	6.3%	26	6.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.5%	4.8%	6.1%
Public Assistance	11-20%	1-10%	11-20%
Student Stability	91%	98%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	37
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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\*

	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	44	17	39%	43	11	26%	59	21	36%
Students with Disabilities	5	0	0%	9	0	0%	3	0	0%
All Students	49	17	35%	52	11	21%	62	21	34%

\*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	24	28	0	5	5	0
Percent	39%	45%	0%	8%	8%	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)
3	0	1	4

\*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			5		1	
	Entered GED Program*			1		3	
	Total Noncompleters			6		4	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	3	1.2%	5	1.8%	2	0.7%
	Entered GED Program*	1	0.4%	1	0.4%	3	1.0%
	Total Noncompleters	4	1.6%	6	2.2%	5	1.7%

\*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		78	0
	Number of Students with Disabilities		8	0
	Number of All Students		86	0
	Percent of Enrollment		60%	0%
9-12	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%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(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%	3	#	4	#
Science	3	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	11	55%	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	11	73%	8	100%
Science	6	50%	3	#	13	62%
Reading	4	#	3	#	7	71%
Writing	5	80%	7	100%	5	100%
Global Studies	6	33%	6	67%	3	#
U.S. Hist & Gov't	5	60%	5	80%	6	100%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	55	64	62	6	4	6
Number Scoring 55–100	47	60	56	2	#	2
Number Scoring 65–100	36	46	50	2	#	1
Number Scoring 85–100	9	16	22	1	#	0
Percentage of Tested Scoring 55–100	85%	94%	90%	33%	#	33%
Percentage of Tested Scoring 65–100	65%	72%	81%	33%	#	17%
Percentage of Tested Scoring 85–100	16%	25%	35%	17%	#	0%
<b>Mathematics A</b>						
Number Tested	2	82	85	1	9	8
Number Scoring 55–100	#	47	52	#	1	2
Number Scoring 65–100	#	36	44	#	1	0
Number Scoring 85–100	#	8	14	#	0	0
Percentage of Tested Scoring 55–100	#	57%	61%	#	11%	25%
Percentage of Tested Scoring 65–100	#	44%	52%	#	11%	0%
Percentage of Tested Scoring 85–100	#	10%	16%	#	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	36	0	0	1
Number Scoring 55–100	0	0	25	0	0	#
Number Scoring 65–100	0	0	16	0	0	#
Number Scoring 85–100	0	0	1	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	69%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	44%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	3%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	64	75	87	7	9	8
Number Scoring 55–100	59	64	79	4	4	6
Number Scoring 65–100	56	54	70	3	4	5
Number Scoring 85–100	25	18	29	1	1	0
Percentage of Tested Scoring 55–100	92%	85%	91%	57%	44%	75%
Percentage of Tested Scoring 65–100	88%	72%	80%	43%	44%	62%
Percentage of Tested Scoring 85–100	39%	24%	33%	14%	11%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	63	67	62	12	6	8
Number Scoring 55–100	59	65	59	12	5	6
Number Scoring 65–100	43	55	55	11	2	3
Number Scoring 85–100	27	27	19	10	0	0
Percentage of Tested Scoring 55–100	94%	97%	95%	100%	83%	75%
Percentage of Tested Scoring 65–100	68%	82%	89%	92%	33%	38%
Percentage of Tested Scoring 85–100	43%	40%	31%	83%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	77	77	81	9	7	18
Number Scoring 55–100	76	76	73	8	7	11
Number Scoring 65–100	71	72	66	5	4	9
Number Scoring 85–100	20	11	18	0	0	1
Percentage of Tested Scoring 55–100	99%	99%	90%	89%	100%	61%
Percentage of Tested Scoring 65–100	92%	94%	81%	56%	57%	50%
Percentage of Tested Scoring 85–100	26%	14%	22%	0%	0%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	50	57	69	2	2	6
Number Scoring 55–100	42	49	54	#	#	3
Number Scoring 65–100	37	42	39	#	#	2
Number Scoring 85–100	4	10	10	#	#	0
Percentage of Tested Scoring 55–100	84%	86%	78%	#	#	50%
Percentage of Tested Scoring 65–100	74%	74%	57%	#	#	33%
Percentage of Tested Scoring 85–100	8%	18%	14%	#	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		35	25		0	0
Number Scoring 55–100		28	22		0	0
Number Scoring 65–100		19	17		0	0
Number Scoring 85–100		1	2		0	0
Percentage of Tested Scoring 55–100		80%	88%		0%	0%
Percentage of Tested Scoring 65–100		54%	68%		0%	0%
Percentage of Tested Scoring 85–100		3%	8%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	4	15	13	0	0	0
Number Scoring 55–100	#	13	12	0	0	0
Number Scoring 65–100	#	12	12	0	0	0
Number Scoring 85–100	#	1	6	0	0	0
Percentage of Tested Scoring 55–100	#	87%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	80%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	7%	46%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	18	19	22	1	0	0
Number Scoring 55–100	18	18	20	#	0	0
Number Scoring 65–100	16	18	20	#	0	0
Number Scoring 85–100	10	8	10	#	0	0
Percentage of Tested Scoring 55–100	100%	95%	91%	#	0%	0%
Percentage of Tested Scoring 65–100	89%	95%	91%	#	0%	0%
Percentage of Tested Scoring 85–100	56%	42%	45%	#	0%	0%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	48	0	2	0	0	0
Number Scoring 55–100	35	0	#	0	0	0
Number Scoring 65–100	22	0	#	0	0	0
Number Scoring 85–100	8	0	#	0	0	0
Percentage of Tested Scoring 55–100	73%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	46%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	17%	0%	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	29	38	2	1	0	0
Number Scoring 55–100	17	28	#	#	0	0
Number Scoring 65–100	16	27	#	#	0	0
Number Scoring 85–100	4	11	#	#	0	0
Percentage of Tested Scoring 55–100	59%	74%	#	#	0%	0%
Percentage of Tested Scoring 65–100	55%	71%	#	#	0%	0%
Percentage of Tested Scoring 85–100	14%	29%	#	#	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	16	100%	12	100%	5	100%
Students with Disabilities	3	#	5	100%	4	#

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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	52	2%	17%	73%	8%
	Students with Disabilities	8	0%	75%	25%	0%
	All Students	60	2%	25%	67%	7%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	58	58	58	6	6	6	64	64	64
Number Scoring 55–64	3	5	10	0	0	0	3	5	10
Number Scoring 65–84	30	27	38	2	1	2	32	28	40
Number Scoring 85–100	24	25	7	0	0	0	24	25	7
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)