

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	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	101	104	0
Ungraded Elementary	0	0	0
Seventh	101	99	0
Eighth	91	100	0
Ninth	84	89	103
Tenth	91	86	87
Eleventh	75	95	82
Twelfth	74	77	86
Ungraded Secondary	0	0	0
Total K-12 Enrollment	617	650	358

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	9	1.5%	10	1.5%	7	2.0%
Black (Not Hispanic)	1	0.2%	1	0.2%	1	0.3%
Hispanic	3	0.5%	1	0.2%	1	0.3%
White (Not Hispanic)	604	97.9%	638	98.2%	349	97.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	18	0
Mathematics Grade 8	17	20	0
Science Grade 8	23	20	0
Social Studies Grade 8	23	20	0
English Grade 10	23	20	23
Mathematics Grade 10	25	17	15
Science Grade 10	18	13	15
Social Studies Grade 10	22	25	17

(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
47	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 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%	0	0.0%
Eligible for Free Lunch	132	21.4%	160	24.6%	85	23.7%

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		94.0%		95.1%		93.6%
Student Suspensions	17	2.7%	63	10.2%	49	7.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.2%	12.8%	8.4%
Public Assistance	21-30%	31-40%	31-40%
Student Stability	96%	94%	86%

Staff Counts

Staff	2002–2003
Total Teachers	19
Total Other Professional Staff	2
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	60	34	57%	70	37	53%	70	42	60%
Students with Disabilities	11	0	0%	3	0	0%	10	0	0%
All Students	71	34	48%	73	37	51%	80	42	53%

*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	20	36	1	11	6	6
Percent	25%	45%	1%	14%	7%	7%

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)
10	0	3	13

*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			7		2	
	Entered GED Program*			7		4	
	Total Noncompleters			14		6	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			0		4	
	Total Noncompleters			2		4	
All Students	Dropped Out	14	4.3%	9	2.6%	2	0.6%
	Entered GED Program*	5	1.5%	7	2.0%	8	2.2%
	Total Noncompleters	19	5.9%	16	4.6%	10	2.8%

*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	0
	Number of All Students		0	0
	Percent of Enrollment		0%	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	50	78%	15	100%	17	100%

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	14	50%	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	4	#	11	100%	2	#
Science	1	#	1	#	2	#
Reading	0	0%	4	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	2	#	1	#
U.S. Hist & Gov't	3	#	1	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	75%	8	75%	5	20%
Science	12	58%	3	#	0	0%
Reading	0	0%	6	100%	0	0%
Writing	11	100%	6	100%	4	#
Global Studies	2	#	3	#	5	40%
U.S. Hist & Gov't	3	#	2	#	6	83%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	78	107	83	18	6	20
Number Scoring 55–100	71	102	77	12	5	16
Number Scoring 65–100	60	77	63	8	2	11
Number Scoring 85–100	7	18	26	0	0	2
Percentage of Tested Scoring 55–100	91%	95%	93%	67%	83%	80%
Percentage of Tested Scoring 65–100	77%	72%	76%	44%	33%	55%
Percentage of Tested Scoring 85–100	9%	17%	31%	0%	0%	10%
Mathematics A						
Number Tested	0	67	68	0	7	7
Number Scoring 55–100	0	61	54	0	6	5
Number Scoring 65–100	0	49	48	0	3	3
Number Scoring 85–100	0	30	24	0	1	1
Percentage of Tested Scoring 55–100	0%	91%	79%	0%	86%	71%
Percentage of Tested Scoring 65–100	0%	73%	71%	0%	43%	43%
Percentage of Tested Scoring 85–100	0%	45%	35%	0%	14%	14%
Mathematics B (first administered June 2001)						
Number Tested	0	0	36	0	0	4
Number Scoring 55–100	0	0	26	0	0	#
Number Scoring 65–100	0	0	19	0	0	#
Number Scoring 85–100	0	0	4	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	72%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	53%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	11%	0%	0%	#
Global History and Geography						
Number Tested	90	80	88	16	9	15
Number Scoring 55–100	86	78	76	14	7	10
Number Scoring 65–100	77	69	68	13	7	9
Number Scoring 85–100	24	26	22	2	0	0
Percentage of Tested Scoring 55–100	96%	97%	86%	88%	78%	67%
Percentage of Tested Scoring 65–100	86%	86%	77%	81%	78%	60%
Percentage of Tested Scoring 85–100	27%	33%	25%	12%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	73	98	83	17	6	20
Number Scoring 55–100	58	91	77	12	5	17
Number Scoring 65–100	49	83	62	8	4	13
Number Scoring 85–100	21	16	22	2	0	3
Percentage of Tested Scoring 55–100	79%	93%	93%	71%	83%	85%
Percentage of Tested Scoring 65–100	67%	85%	75%	47%	67%	65%
Percentage of Tested Scoring 85–100	29%	16%	27%	12%	0%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	67	70	73	8	8	10
Number Scoring 55–100	67	69	72	8	7	10
Number Scoring 65–100	62	68	70	6	7	9
Number Scoring 85–100	20	25	30	0	0	1
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	88%	100%
Percentage of Tested Scoring 65–100	93%	97%	96%	75%	88%	90%
Percentage of Tested Scoring 85–100	30%	36%	41%	0%	0%	10%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	66	77	102	23	9	13
Number Scoring 55–100	56	72	83	15	8	9
Number Scoring 65–100	45	65	73	6	7	6
Number Scoring 85–100	9	14	7	1	0	1
Percentage of Tested Scoring 55–100	85%	94%	81%	65%	89%	69%
Percentage of Tested Scoring 65–100	68%	84%	72%	26%	78%	46%
Percentage of Tested Scoring 85–100	14%	18%	7%	4%	0%	8%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		0	54		0	4
Number Scoring 55–100		0	49		0	#
Number Scoring 65–100		0	35		0	#
Number Scoring 85–100		0	1		0	#
Percentage of Tested Scoring 55–100		0%	91%		0%	#
Percentage of Tested Scoring 65–100		0%	65%		0%	#
Percentage of Tested Scoring 85–100		0%	2%		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	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	28	18	16	2	0	0
Number Scoring 55–100	28	18	16	#	0	0
Number Scoring 65–100	28	17	16	#	0	0
Number Scoring 85–100	23	13	8	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	82%	72%	50%	#	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	92	18	1	9	0	0
Number Scoring 55–100	66	13	#	4	0	0
Number Scoring 65–100	58	10	#	3	0	0
Number Scoring 85–100	22	1	#	0	0	0
Percentage of Tested Scoring 55–100	72%	72%	#	44%	0%	0%
Percentage of Tested Scoring 65–100	63%	56%	#	33%	0%	0%
Percentage of Tested Scoring 85–100	24%	6%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	41	51	4	3	0	0
Number Scoring 55–100	35	33	#	#	0	0
Number Scoring 65–100	31	28	#	#	0	0
Number Scoring 85–100	8	10	#	#	0	0
Percentage of Tested Scoring 55–100	85%	65%	#	#	0%	0%
Percentage of Tested Scoring 65–100	76%	55%	#	#	0%	0%
Percentage of Tested Scoring 85–100	20%	20%	#	#	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	61	100%	4	#	47	85%
Students with Disabilities	24	96%	2	#	9	78%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	71	71	71	8	8	8	79	79	79
Number Scoring 55–64	5	10	4	1	0	2	6	10	6
Number Scoring 65–84	43	44	42	6	6	3	49	50	45
Number Scoring 85–100	23	15	23	0	0	0	23	15	23
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)