

# New York State School Report Card Comprehensive Information Report

BEDS Code: 41-06-01-04-0006  
 Name: Camden Senior High School  
 Principal: Jeffrey Bryant

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	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	254	229	255
Tenth	233	201	196
Eleventh	211	205	203
Twelfth	196	199	194
Ungraded Secondary	10	18	16
Total K-12 Enrollment	904	852	864

## 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	1	0.1%	6	0.7%	6	0.7%
Black (Not Hispanic)	7	0.8%	6	0.7%	5	0.6%
Hispanic	4	0.4%	0	0.0%	2	0.2%
White (Not Hispanic)	892	98.7%	840	98.6%	851	98.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	22	22	21
Mathematics Grade 10	15	0	0
Science Grade 10	19	20	17
Social Studies Grade 10	19	19	19

(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
46	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 lower 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%	2	0.2%	0	0.0%
Eligible for Free Lunch	145	16.0%	159	18.7%	159	18.4%

### 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		90.3%		91.0%		91.0%
Student Suspensions	122	13.0%	87	9.6%	210	24.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.2%	7.6%	7.6%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	100%	97%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	64
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	164	85	52%	155	98	63%	158	91	58%
Students with Disabilities	9	1	11%	3	1	33%	14	1	7%
All Students	173	86	50%	158	99	63%	172	92	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	46	81	1	13	31	0
Percent	27%	47%	1%	8%	18%	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)
14	1	7	21

\*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			14		24	
	Entered GED Program*			33		35	
	Total Noncompleters			47		59	
Students with Disabilities	Dropped Out			0		9	
	Entered GED Program*			2		8	
	Total Noncompleters			2		17	
All Students	Dropped Out	16	1.8%	14	1.6%	33	3.8%
	Entered GED Program*	30	3.3%	35	4.1%	43	5.0%
	Total Noncompleters	46	5.1%	49	5.8%	76	8.8%

\*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		769	702
	Number of Students with Disabilities		65	123
	Number of All Students		834	825
	Percent of Enrollment		98%	95%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	26	73%	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	53	55%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	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	3	#	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	#	7	86%
Science	3	#	1	#	1	#
Reading	0	0%	2	#	1	#
Writing	0	0%	2	#	1	#
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	2	#	2	#	4	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	74%	14	57%	15	87%
Science	6	17%	4	#	5	40%
Reading	7	86%	5	100%	3	#
Writing	11	100%	2	#	1	#
Global Studies	13	38%	13	46%	15	20%
U.S. Hist & Gov't	11	45%	4	#	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	191	182	178	16	15	15
Number Scoring 55–100	181	172	157	7	12	6
Number Scoring 65–100	172	148	129	6	6	3
Number Scoring 85–100	59	54	45	1	1	0
Percentage of Tested Scoring 55–100	95%	95%	88%	44%	80%	40%
Percentage of Tested Scoring 65–100	90%	81%	72%	38%	40%	20%
Percentage of Tested Scoring 85–100	31%	30%	25%	6%	7%	0%
<b>Mathematics A</b>						
Number Tested	0	126	216	0	3	18
Number Scoring 55–100	0	106	156	0	#	5
Number Scoring 65–100	0	91	129	0	#	2
Number Scoring 85–100	0	30	23	0	#	0
Percentage of Tested Scoring 55–100	0%	84%	72%	0%	#	28%
Percentage of Tested Scoring 65–100	0%	72%	60%	0%	#	11%
Percentage of Tested Scoring 85–100	0%	24%	11%	0%	#	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	223	198	215	33	21	25
Number Scoring 55–100	205	187	186	22	16	9
Number Scoring 65–100	181	157	165	16	8	5
Number Scoring 85–100	39	42	63	0	0	0
Percentage of Tested Scoring 55–100	92%	94%	87%	67%	76%	36%
Percentage of Tested Scoring 65–100	81%	79%	77%	48%	38%	20%
Percentage of Tested Scoring 85–100	17%	21%	29%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	214	209	190	16	16	16
Number Scoring 55–100	176	189	187	6	11	15
Number Scoring 65–100	148	150	169	4	7	13
Number Scoring 85–100	56	34	71	1	1	2
Percentage of Tested Scoring 55–100	82%	90%	98%	38%	69%	94%
Percentage of Tested Scoring 65–100	69%	72%	89%	25%	44%	81%
Percentage of Tested Scoring 85–100	26%	16%	37%	6%	6%	12%

(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	199	185	186	26	15	19
Number Scoring 55–100	191	184	180	20	15	18
Number Scoring 65–100	171	177	162	15	11	10
Number Scoring 85–100	35	45	49	0	0	1
Percentage of Tested Scoring 55–100	96%	99%	97%	77%	100%	95%
Percentage of Tested Scoring 65–100	86%	96%	87%	58%	73%	53%
Percentage of Tested Scoring 85–100	18%	24%	26%	0%	0%	5%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	142	133	128	2	6	3
Number Scoring 55–100	137	129	120	#	6	#
Number Scoring 65–100	125	115	109	#	5	#
Number Scoring 85–100	33	27	26	#	1	#
Percentage of Tested Scoring 55–100	96%	97%	94%	#	100%	#
Percentage of Tested Scoring 65–100	88%	86%	85%	#	83%	#
Percentage of Tested Scoring 85–100	23%	20%	20%	#	17%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		94	97		1	2
Number Scoring 55–100		91	92		#	#
Number Scoring 65–100		79	81		#	#
Number Scoring 85–100		8	18		#	#
Percentage of Tested Scoring 55–100		97%	95%		#	#
Percentage of Tested Scoring 65–100		84%	84%		#	#
Percentage of Tested Scoring 85–100		9%	19%		#	#
<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	24	18	35	0	0	1
Number Scoring 55–100	24	18	35	0	0	#
Number Scoring 65–100	20	17	34	0	0	#
Number Scoring 85–100	3	6	13	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	83%	94%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	12%	33%	37%	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	102	79	90	4	0	2
Number Scoring 55–100	90	75	85	#	0	#
Number Scoring 65–100	79	69	80	#	0	#
Number Scoring 85–100	20	19	29	#	0	#
Percentage of Tested Scoring 55–100	88%	95%	94%	#	0%	#
Percentage of Tested Scoring 65–100	77%	87%	89%	#	0%	#
Percentage of Tested Scoring 85–100	20%	24%	32%	#	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	151	71	1	6	2	0
Number Scoring 55–100	124	39	#	4	#	0
Number Scoring 65–100	115	32	#	3	#	0
Number Scoring 85–100	56	4	#	1	#	0
Percentage of Tested Scoring 55–100	82%	55%	#	67%	#	0%
Percentage of Tested Scoring 65–100	76%	45%	#	50%	#	0%
Percentage of Tested Scoring 85–100	37%	6%	#	17%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	106	104	103	2	1	2
Number Scoring 55–100	96	97	90	#	#	#
Number Scoring 65–100	91	94	87	#	#	#
Number Scoring 85–100	40	50	38	#	#	#
Percentage of Tested Scoring 55–100	91%	93%	87%	#	#	#
Percentage of Tested Scoring 65–100	86%	90%	84%	#	#	#
Percentage of Tested Scoring 85–100	38%	48%	37%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	85	98%	107	100%	76	97%
Students with Disabilities	11	91%	13	92%	11	73%

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	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
<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	170	170	170	26	26	26	196	196	196
Number Scoring 55–64	9	27	6	3	4	6	12	31	12
Number Scoring 65–84	117	96	111	12	8	12	129	104	123
Number Scoring 85–100	39	31	45	0	1	1	39	32	46
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)