

New York State School Report Card Comprehensive Information Report

BEDS Code: 64-16-10-04-0003
 Name: Cambridge Junior-Senior High School
 Principal: Daniel Severson

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	0	103	102
Eighth	0	104	93
Ninth	102	98	97
Tenth	115	98	93
Eleventh	78	105	79
Twelfth	97	83	98
Ungraded Secondary	0	0	0
Total K-12 Enrollment	392	591	562

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	1.0%	6	1.0%	4	0.7%
Black (Not Hispanic)	2	0.5%	2	0.3%	3	0.5%
Hispanic	2	0.5%	4	0.7%	0	0.0%
White (Not Hispanic)	384	98.0%	579	98.0%	555	98.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	16	15
Mathematics Grade 8	0	16	13
Science Grade 8	0	17	14
Social Studies Grade 8	0	16	16
English Grade 10	19	16	17
Mathematics Grade 10	16	17	21
Science Grade 10	15	19	16
Social Studies Grade 10	17	0	14

(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%	0	0.0%
Eligible for Free Lunch	45	11.5%	73	12.4%	75	13.4%

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		92.2%		92.8%		95.0%
Student Suspensions	47	13.3%	35	8.9%	34	5.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.9%	8.8%	10.5%
Public Assistance	11-20%	21-30%	21-30%
Student Stability	92%	99%	97%

Staff Counts

Staff	2002–2003
Total Teachers	50
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	7
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	77	52	68%	69	53	77%	80	62	78%
Students with Disabilities	8	1	12%	1	0	0%	11	5	45%
All Students	85	53	62%	70	53	76%	91	67	74%

*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	38	38	0	3	10	2
Percent	42%	42%	0%	3%	11%	2%

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)
11	5	1	12

*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			0		0	
	Entered GED Program*			6		14	
	Total Noncompleters			6		14	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	4	1.0%	0	0.0%	0	0.0%
	Entered GED Program*	4	1.0%	6	1.6%	14	3.8%
	Total Noncompleters	8	2.0%	6	1.6%	14	3.8%

*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		30	0
	Number of Students with Disabilities		7	0
	Number of All Students		37	0
	Percent of Enrollment		10%	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	5	100%	55	100%	46	100%
Spanish	4	#	80	70%	94	98%

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%	2	#	0	0%
Spanish	1	#	3	#	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%	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	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
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	60	84	86	5	10	9
Number Scoring 55–100	60	83	84	5	9	9
Number Scoring 65–100	56	82	79	5	9	9
Number Scoring 85–100	15	34	36	0	1	1
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	90%	100%
Percentage of Tested Scoring 65–100	93%	98%	92%	100%	90%	100%
Percentage of Tested Scoring 85–100	25%	40%	42%	0%	10%	11%
Mathematics A						
Number Tested	6	93	135	3	16	10
Number Scoring 55–100	5	85	124	#	14	7
Number Scoring 65–100	3	73	102	#	10	6
Number Scoring 85–100	0	19	27	#	2	0
Percentage of Tested Scoring 55–100	83%	91%	92%	#	88%	70%
Percentage of Tested Scoring 65–100	50%	78%	76%	#	62%	60%
Percentage of Tested Scoring 85–100	0%	20%	20%	#	12%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	45	0	0	2
Number Scoring 55–100	0	0	28	0	0	#
Number Scoring 65–100	0	0	11	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	62%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	24%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
Global History and Geography						
Number Tested	56	92	82	6	9	7
Number Scoring 55–100	56	91	79	6	8	7
Number Scoring 65–100	54	87	75	6	7	6
Number Scoring 85–100	18	22	35	1	1	1
Percentage of Tested Scoring 55–100	100%	99%	96%	100%	89%	100%
Percentage of Tested Scoring 65–100	96%	95%	91%	100%	78%	86%
Percentage of Tested Scoring 85–100	32%	24%	43%	17%	11%	14%
U.S. History and Government (first administered June 2001)						
Number Tested	74	93	94	5	11	10
Number Scoring 55–100	73	91	93	5	11	10
Number Scoring 65–100	67	84	89	4	7	9
Number Scoring 85–100	38	35	56	0	3	5
Percentage of Tested Scoring 55–100	99%	98%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	91%	90%	95%	80%	64%	90%
Percentage of Tested Scoring 85–100	51%	38%	60%	0%	27%	50%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	76	84	67	7	5	4
Number Scoring 55–100	76	84	66	7	5	#
Number Scoring 65–100	75	84	66	7	5	#
Number Scoring 85–100	20	33	35	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	#
Percentage of Tested Scoring 65–100	99%	100%	99%	100%	100%	#
Percentage of Tested Scoring 85–100	26%	39%	52%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	101	72	90	10	6	10
Number Scoring 55–100	100	72	85	10	6	8
Number Scoring 65–100	98	70	80	10	5	8
Number Scoring 85–100	60	31	29	3	3	1
Percentage of Tested Scoring 55–100	99%	100%	94%	100%	100%	80%
Percentage of Tested Scoring 65–100	97%	97%	89%	100%	83%	80%
Percentage of Tested Scoring 85–100	59%	43%	32%	30%	50%	10%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		48	74		1	3
Number Scoring 55–100		48	73		#	#
Number Scoring 65–100		45	70		#	#
Number Scoring 85–100		7	20		#	#
Percentage of Tested Scoring 55–100		100%	99%		#	#
Percentage of Tested Scoring 65–100		94%	95%		#	#
Percentage of Tested Scoring 85–100		15%	27%		#	#
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	5	0	0	0	0	0
Number Scoring 55–100	5	0	0	0	0	0
Number Scoring 65–100	5	0	0	0	0	0
Number Scoring 85–100	2	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	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	63	39	35	1	0	1
Number Scoring 55–100	58	39	35	#	0	#
Number Scoring 65–100	57	39	35	#	0	#
Number Scoring 85–100	25	35	32	#	0	#
Percentage of Tested Scoring 55–100	92%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	90%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	40%	90%	91%	#	0%	#
Comprehensive Latin						
Number Tested	7	4	25	0	0	2
Number Scoring 55–100	7	#	25	0	0	#
Number Scoring 65–100	7	#	25	0	0	#
Number Scoring 85–100	4	#	16	0	0	#
Percentage of Tested Scoring 55–100	100%	#	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	#	100%	0%	0%	#
Percentage of Tested Scoring 85–100	57%	#	64%	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	78	58	4	6	0	0
Number Scoring 55–100	68	56	#	6	0	0
Number Scoring 65–100	61	55	#	5	0	0
Number Scoring 85–100	31	29	#	0	0	0
Percentage of Tested Scoring 55–100	87%	97%	#	100%	0%	0%
Percentage of Tested Scoring 65–100	78%	95%	#	83%	0%	0%
Percentage of Tested Scoring 85–100	40%	50%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	60	49	50	1	3	0
Number Scoring 55–100	55	43	43	#	#	0
Number Scoring 65–100	48	41	41	#	#	0
Number Scoring 85–100	18	22	23	#	#	0
Percentage of Tested Scoring 55–100	92%	88%	86%	#	#	0%
Percentage of Tested Scoring 65–100	80%	84%	82%	#	#	0%
Percentage of Tested Scoring 85–100	30%	45%	46%	#	#	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	1	#	2	#	31	90%
Students with Disabilities	0	0%	1	#	5	100%

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	80	1%	21%	63%	15%
	Students with Disabilities	11	9%	55%	36%	0%
	All Students	91	2%	25%	59%	13%

(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	76	76	76	11	11	11	87	87	87
Number Scoring 55–64	1	3	1	0	2	0	1	5	1
Number Scoring 65–84	47	44	27	8	5	5	55	49	32
Number Scoring 85–100	26	28	47	2	3	5	28	31	52
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)