

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	2001-02	2002-03	2003-04
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	46	65	47
Eighth	48	42	71
Ninth	45	50	55
Tenth	52	43	45
Eleventh	41	43	35
Twelfth	36	41	44
Ungraded Secondary	3	0	0
Total K-12 Enrollment	271	284	297

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	1.5%	1	0.4%	4	1.3%
Black (Not Hispanic)	1	0.4%	2	0.7%	3	1.0%
Hispanic	1	0.4%	0	0.0%	1	0.3%
White (Not Hispanic)	265	97.8%	281	98.9%	289	97.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	21
English Grade 8	22	0	0
Mathematics Grade 8	20	19	23
Science Grade 8	23	22	24
Social Studies Grade 8	0	20	23
English Grade 10	0	0	0
Mathematics Grade 10	0	6	6
Science Grade 10	24	21	24
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
49	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 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.4%	0	0.0%
Eligible for Free Lunch	19	7.0%	22	7.8%	19	6.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.8%		96.8%		96.5%
Student Suspensions	0	0.0%	0	0.0%	1	0.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	0.4%	2.5%	5.1%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	97%	98%	95%

Staff Counts

Staff	2003-04
Total Teachers	20
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	31	17	55%	42	28	67%	40	36	90%
Students with Disabilities	4	1	25%	4	2	50%	2	1	50%
All Students	35	18	51%	46	30	65%	42	37	88%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	19	17	0	0	6	0
Percent	45%	40%	0%	0%	14%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
2	1	2	4

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	1		3		1	0.6%
	Entered GED Program*	0		1		1	0.6%
	Total Noncompleters	1		4		2	1.3%
Students with Disabilities	Dropped Out	0		1		0	0.0%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	0		2		0	0.0%
All Students	Dropped Out	1	0.6%	4	2.3%	1	0.6%
	Entered GED Program*	0	0.0%	2	1.1%	1	0.6%
	Total Noncompleters	1	0.6%	6	3.4%	2	1.1%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	5	5
	Number of All Students	0	5	5
	Percent of Enrollment	0%	5%	4%
9-12	Number of General-Education Students	8	0	6
	Number of Students with Disabilities	15	24	19
	Number of All Students	23	24	25
	Percent of Enrollment	13%	14%	14%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	47	94%	0	0%	61	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	2	#
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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	0	0%	0	0%	1	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	0	0%	2	#	1	#
Reading	1	#	1	#	1	#
Writing	1	#	0	0%	1	#
Global Studies	2	#	2	#	1	#
U.S. Hist & Gov't	1	#	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	42	44	42	2	3	3
Number Scoring 55-100	42	41	42	#	#	#
Number Scoring 65-100	40	40	41	#	#	#
Number Scoring 85-100	12	15	16	#	#	#
Percentage of Tested Scoring 55-100	100%	93%	100%	#	#	#
Percentage of Tested Scoring 65-100	95%	91%	98%	#	#	#
Percentage of Tested Scoring 85-100	29%	34%	38%	#	#	#
Mathematics A						
Number Tested	49	42	45	4	2	6
Number Scoring 55-100	48	41	44	#	#	6
Number Scoring 65-100	43	37	44	#	#	6
Number Scoring 85-100	24	8	26	#	#	1
Percentage of Tested Scoring 55-100	98%	98%	98%	#	#	100%
Percentage of Tested Scoring 65-100	88%	88%	98%	#	#	100%
Percentage of Tested Scoring 85-100	49%	19%	58%	#	#	17%
Mathematics B						
Number Tested	0	34	28	0	1	1
Number Scoring 55-100	0	30	26	0	#	#
Number Scoring 65-100	0	20	22	0	#	#
Number Scoring 85-100	0	2	4	0	#	#
Percentage of Tested Scoring 55-100	0%	88%	93%	0%	#	#
Percentage of Tested Scoring 65-100	0%	59%	79%	0%	#	#
Percentage of Tested Scoring 85-100	0%	6%	14%	0%	#	#
Global History and Geography						
Number Tested	25	42	50	2	3	7
Number Scoring 55-100	25	40	44	#	#	4
Number Scoring 65-100	25	33	38	#	#	3
Number Scoring 85-100	15	13	12	#	#	0
Percentage of Tested Scoring 55-100	100%	95%	88%	#	#	57%
Percentage of Tested Scoring 65-100	100%	79%	76%	#	#	43%
Percentage of Tested Scoring 85-100	60%	31%	24%	#	#	0%
U.S. History and Government						
Number Tested	42	44	39	2	2	3
Number Scoring 55-100	42	44	39	#	#	#
Number Scoring 65-100	41	43	39	#	#	#
Number Scoring 85-100	16	29	35	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	98%	98%	100%	#	#	#
Percentage of Tested Scoring 85-100	38%	66%	90%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	47	40	46	2	2	8
Number Scoring 55-100	46	40	45	#	#	7
Number Scoring 65-100	43	40	45	#	#	7
Number Scoring 85-100	15	16	18	#	#	2
Percentage of Tested Scoring 55-100	98%	100%	98%	#	#	88%
Percentage of Tested Scoring 65-100	91%	100%	98%	#	#	88%
Percentage of Tested Scoring 85-100	32%	40%	39%	#	#	25%
Physical Setting/Earth Science						
Number Tested	42	46	46	4	8	4
Number Scoring 55-100	41	44	42	#	7	#
Number Scoring 65-100	41	42	40	#	6	#
Number Scoring 85-100	21	27	16	#	3	#
Percentage of Tested Scoring 55-100	98%	96%	91%	#	88%	#
Percentage of Tested Scoring 65-100	98%	91%	87%	#	75%	#
Percentage of Tested Scoring 85-100	50%	59%	35%	#	38%	#
Physical Setting/Chemistry						
Number Tested	11	23	23	0	0	1
Number Scoring 55-100	11	23	23	0	0	#
Number Scoring 65-100	11	21	22	0	0	#
Number Scoring 85-100	0	6	7	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	91%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	26%	30%	0%	0%	#
Physical Setting/Physics						
Number Tested			13			0
Number Scoring 55-100			13			0
Number Scoring 65-100			13			0
Number Scoring 85-100			6			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			46%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	45	35	35	1	1	1
Number Scoring 55-100	42	35	35	#	#	#
Number Scoring 65-100	35	34	32	#	#	#
Number Scoring 85-100	8	19	15	#	#	#
Percentage of Tested Scoring 55-100	93%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	78%	97%	91%	#	#	#
Percentage of Tested Scoring 85-100	18%	54%	43%	#	#	#
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	1	1	0	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	27	5	0	0	0	0
Number Scoring 55-100	23	4	0	0	0	0
Number Scoring 65-100	19	1	0	0	0	0
Number Scoring 85-100	5	0	0	0	0	0
Percentage of Tested Scoring 55-100	85%	80%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	70%	20%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	19%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	16	100%	15	93%	7	100%
Students with Disabilities	1	#	3	#	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	62	0%	24%	58%	18%
	Students with Disabilities	8	0%	50%	50%	0%
	All Students	70	0%	27%	57%	16%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	40	40	40	4	4	4	44	44	44
Number Scoring 55–64	#	#	#	#	#	#	1	1	0
Number Scoring 65–84	#	#	#	#	#	#	24	12	18
Number Scoring 85–100	#	#	#	#	#	#	16	28	24
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)