

# New York State District Report Card Comprehensive Information Report

BEDS Code: 57-06-03-04-0000  
 Name: Campbell-Savona Central School District  
 Superintendent: Scott E. Layton

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	30	47	52
Kindergarten	87	91	101
First	104	82	86
Second	82	90	60
Third	103	80	88
Fourth	96	103	76
Fifth	86	99	106
Sixth	104	92	96
Ungraded Elementary	0	0	0
Seventh	99	106	94
Eighth	100	94	111
Ninth	89	103	94
Tenth	86	87	99
Eleventh	95	82	84
Twelfth	77	86	71
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1208	1195	1166

## 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	11	0.9%	13	1.1%	10	0.9%
Black (Not Hispanic)	11	0.9%	13	1.1%	17	1.5%
Hispanic	1	0.1%	5	0.4%	5	0.4%
White (Not Hispanic)	1185	98.1%	1164	97.4%	1134	97.3%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	15	17	20
Common Branch	22	21	21
English Grade 8	18	23	27
Mathematics Grade 8	20	22	22
Science Grade 8	20	22	27
Social Studies Grade 8	20	23	28
English Grade 10	20	23	18
Mathematics Grade 10	17	15	15
Science Grade 10	13	15	19
Social Studies Grade 10	25	17	20

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	2	0.2%	2	0.2%
<b>Eligible for Free Lunch</b>	309	25.6%	311	26.0%	444	38.1%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.6%		95.4%		95.3%
<b>Student Suspensions</b>	69	5.9%	74	6.1%	84	7.0%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	13.1%	12.4%	14.8%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	91
Total Other Professional Staff	15
Total Paraprofessionals	30
Teaching Out of Certification*	3

\*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	70	37	53%	70	42	60%	54	40	74%
Students with Disabilities	3	0	0%	10	0	0%	13	5	38%
All Students	73	37	51%	80	42	53%	67	45	67%

\*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	22	32	1	7	4	1
Percent	33%	48%	1%	10%	6%	1%

## 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)
13	5	4	17

\*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	7		2		2	0.7%
	Entered GED Program*	7		4		7	2.4%
	Total Noncompleters	14		6		9	3.1%
Students with Disabilities	Dropped Out	2		0		0	0.0%
	Entered GED Program*	0		4		8	11.8%
	Total Noncompleters	2		4		8	11.8%
All Students	Dropped Out	9	2.6%	2	0.6%	2	0.6%
	Entered GED Program*	7	2.0%	8	2.2%	15	4.1%
	Total Noncompleters	16	4.6%	10	2.8%	17	4.7%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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	15	100%	17	100%	18	89%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	100%	2	#	1	#
Science	1	#	2	#	2	#
Reading	5	100%	0	0%	4	#
Writing	3	#	0	0%	3	#
Global Studies	3	#	1	#	5	60%
U.S. Hist & Gov't	1	#	1	#	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	75%	5	20%	11	36%
Science	3	#	0	0%	11	45%
Reading	6	100%	0	0%	3	#
Writing	6	100%	4	#	3	#
Global Studies	3	#	5	40%	6	33%
U.S. Hist & Gov't	2	#	6	83%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	107	83	81	6	20	10
Number Scoring 55-100	102	77	76	5	16	9
Number Scoring 65-100	77	63	69	2	11	8
Number Scoring 85-100	18	26	33	0	2	0
Percentage of Tested Scoring 55-100	95%	93%	94%	83%	80%	90%
Percentage of Tested Scoring 65-100	72%	76%	85%	33%	55%	80%
Percentage of Tested Scoring 85-100	17%	31%	41%	0%	10%	0%
<b>Mathematics A</b>						
Number Tested	67	68	102	7	7	16
Number Scoring 55-100	61	54	100	6	5	16
Number Scoring 65-100	49	48	91	3	3	13
Number Scoring 85-100	30	24	17	1	1	2
Percentage of Tested Scoring 55-100	91%	79%	98%	86%	71%	100%
Percentage of Tested Scoring 65-100	73%	71%	89%	43%	43%	81%
Percentage of Tested Scoring 85-100	45%	35%	17%	14%	14%	12%
<b>Mathematics B</b>						
Number Tested	0	36	49	0	4	2
Number Scoring 55-100	0	26	41	0	#	#
Number Scoring 65-100	0	19	31	0	#	#
Number Scoring 85-100	0	4	8	0	#	#
Percentage of Tested Scoring 55-100	0%	72%	84%	0%	#	#
Percentage of Tested Scoring 65-100	0%	53%	63%	0%	#	#
Percentage of Tested Scoring 85-100	0%	11%	16%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	80	88	94	9	15	13
Number Scoring 55-100	78	76	81	7	10	9
Number Scoring 65-100	69	68	70	7	9	6
Number Scoring 85-100	26	22	16	0	0	2
Percentage of Tested Scoring 55-100	97%	86%	86%	78%	67%	69%
Percentage of Tested Scoring 65-100	86%	77%	74%	78%	60%	46%
Percentage of Tested Scoring 85-100	33%	25%	17%	0%	0%	15%
<b>U.S. History and Government</b>						
Number Tested	98	83	82	6	20	11
Number Scoring 55-100	91	77	76	5	17	9
Number Scoring 65-100	83	62	68	4	13	8
Number Scoring 85-100	16	22	21	0	3	0
Percentage of Tested Scoring 55-100	93%	93%	93%	83%	85%	82%
Percentage of Tested Scoring 65-100	85%	75%	83%	67%	65%	73%
Percentage of Tested Scoring 85-100	16%	27%	26%	0%	15%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	70	73	79	8	10	11
Number Scoring 55-100	69	72	77	7	10	9
Number Scoring 65-100	68	70	71	7	9	7
Number Scoring 85-100	25	30	12	0	1	1
Percentage of Tested Scoring 55-100	99%	99%	97%	88%	100%	82%
Percentage of Tested Scoring 65-100	97%	96%	90%	88%	90%	64%
Percentage of Tested Scoring 85-100	36%	41%	15%	0%	10%	9%
<b>Physical Setting/Earth Science</b>						
Number Tested	77	102	89	9	13	9
Number Scoring 55-100	72	83	67	8	9	5
Number Scoring 65-100	65	73	52	7	6	3
Number Scoring 85-100	14	7	11	0	1	0
Percentage of Tested Scoring 55-100	94%	81%	75%	89%	69%	56%
Percentage of Tested Scoring 65-100	84%	72%	58%	78%	46%	33%
Percentage of Tested Scoring 85-100	18%	7%	12%	0%	8%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	0	54	42	0	4	2
Number Scoring 55-100	0	49	37	0	#	#
Number Scoring 65-100	0	35	28	0	#	#
Number Scoring 85-100	0	1	1	0	#	#
Percentage of Tested Scoring 55-100	0%	91%	88%	0%	#	#
Percentage of Tested Scoring 65-100	0%	65%	67%	0%	#	#
Percentage of Tested Scoring 85-100	0%	2%	2%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			12			1
Number Scoring 55-100			9			#
Number Scoring 65-100			7			#
Number Scoring 85-100			0			#
Percentage of Tested Scoring 55-100			75%			#
Percentage of Tested Scoring 65-100			58%			#
Percentage of Tested Scoring 85-100			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
<b>Comprehensive French</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 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	16	18	0	0	0
Number Scoring 55-100	18	16	18	0	0	0
Number Scoring 65-100	17	16	16	0	0	0
Number Scoring 85-100	13	8	6	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	72%	50%	33%	0%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	51	4	0	0	0	0
Number Scoring 55-100	33	#	0	0	0	0
Number Scoring 65-100	28	#	0	0	0	0
Number Scoring 85-100	10	#	0	0	0	0
Percentage of Tested Scoring 55-100	65%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	55%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	20%	#	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	5	100%	47	85%	1	#
Students with Disabilities	2	#	9	78%	3	#

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
<b>Nov 2003</b>	General-Education Students	104	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	105	7%	7%	63%	24%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	94	2%	70%	27%	1%
	Students with Disabilities	17	18%	76%	6%	0%
	All Students	111	5%	71%	23%	1%

(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
<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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	53	53	53	14	14	14	67	67	67
Number Scoring 55–64	0	3	3	1	0	0	1	3	3
Number Scoring 65–84	29	30	26	8	8	10	37	38	36
Number Scoring 85–100	21	18	23	3	3	3	24	21	26
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)