

# 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	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	104	0	0
Ungraded Elementary	0	0	0
Seventh	99	0	0
Eighth	100	0	0
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	650	358	348

## 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	10	1.5%	7	2.0%	5	1.4%
Black (Not Hispanic)	1	0.2%	1	0.3%	1	0.3%
Hispanic	1	0.2%	1	0.3%	1	0.3%
White (Not Hispanic)	638	98.2%	349	97.5%	341	98.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	0	0
Mathematics Grade 8	20	0	0
Science Grade 8	20	0	0
Social Studies Grade 8	20	0	0
English Grade 10	20	23	18
Mathematics Grade 10	17	15	15
Science Grade 10	13	15	16
Social Studies Grade 10	25	17	20

(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
48	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 higher 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%	0	0.0%	0	0.0%
Eligible for Free Lunch	160	24.6%	85	23.7%	177	50.9%

### 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		95.1%		93.6%		93.5%
Student Suspensions	63	10.2%	49	7.5%	66	18.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	12.8%	8.4%	18.7%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	94%	86%	83%

### Staff Counts

Staff	2003-04
Total Teachers	19
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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	0	13

\*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	13.8%
	Total Noncompleters	2		4		8	13.8%
All Students	Dropped Out	9	2.6%	2	0.6%	2	0.6%
	Entered GED Program*	7	2.0%	8	2.2%	15	4.3%
	Total Noncompleters	16	4.6%	10	2.8%	17	4.9%

\*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%	0	0%

## 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	4	#	0	0%	4	#
Writing	2	#	0	0%	3	#
Global Studies	2	#	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%	10	30%
Science	3	#	0	0%	10	50%
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	4	#	47	85%	1	#
Students with Disabilities	2	#	9	78%	2	#

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	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 2004</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 - 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	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	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)