

# 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	2002-03	2003-04	2004-05
Pre-K	47	52	36
Kindergarten	91	101	92
First	82	86	97
Second	90	60	74
Third	80	88	60
Fourth	103	76	91
Fifth	99	106	80
Sixth	92	96	101
Ungraded Elementary	0	0	0
Seventh	106	94	98
Eighth	94	111	93
Ninth	103	94	112
Tenth	87	99	90
Eleventh	82	84	99
Twelfth	86	71	77
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1195	1166	1164

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	13	1.1%	10	0.9%	8	0.7%
Black (Not Hispanic)	13	1.1%	17	1.5%	14	1.2%
Hispanic	5	0.4%	5	0.4%	6	0.5%
White (Not Hispanic)	1164	97.4%	1134	97.3%	1136	97.6%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	20	18
Common Branch	21	21	20
English Grade 8	23	27	22
Mathematics Grade 8	22	22	19
Science Grade 8	22	27	0
Social Studies Grade 8	23	28	20
English Grade 10	23	18	21
Mathematics Grade 10	15	15	18
Science Grade 10	15	19	22
Social Studies Grade 10	17	20	21

(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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.2%	2	0.2%	0	0.0%
Eligible for Free Lunch	311	26.0%	444	38.1%	406	34.9%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.4%		95.3%		96.0%
Student Suspensions	74	6.1%	84	7.0%	107	9.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	12.4%	14.8%	15.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	89
Total Other Professional Staff	16
Total Paraprofessionals	27
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	70	54	73
	Regents Diplomas	42	40	59
	% Regents Diplomas	60%	74%	81%
	Regents Diplomas with Advanced Designation**			25
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	10	13	3
	Regents Diplomas	0	5	2
	% Regents Diplomas	0%	38%	67%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	3	4	2
<b>All Students</b>	Total Graduates*	80	67	76
	Regents Diplomas	42	45	61
	% Regents Diplomas	53%	67%	80%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates	3	4	2

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	14	37	1	9	8	0	4	0
	<b>Percent</b>	19%	51%	1%	12%	11%	0%	5%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	2	1	0	0	0	0	0
	<b>Percent</b>	0%	67%	33%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	14	39	2	9	8	0	4	0
	<b>Percent</b>	18%	51%	3%	12%	11%	0%	5%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	2		2	0.7%	5	1.5%
	Entered GED Program*	4		7	2.4%	7	2.1%
	Total Noncompleters	6		9	3.1%	12	3.6%
<b>Students with Disabilities</b>	Dropped Out	0		0	0.0%	1	1.7%
	Entered GED Program*	4		8	11.8%	3	5.0%
	Total Noncompleters	4		8	11.8%	4	6.7%
<b>All Students</b>	Dropped Out	2	0.6%	2	0.6%	6	1.5%
	Entered GED Program*	8	2.2%	15	4.1%	10	2.5%
	Total Noncompleters	10	2.8%	17	4.7%	16	4.1%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	252
	Number of Students with Disabilities	0	0	40
	Number of All Students	0	0	292
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	0	0	324
	Number of Students with Disabilities	0	0	51
	Number of All Students	0	0	375
	Percent of Enrollment	0%	0%	99%

## 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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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	17	100%	18	89%	13	100%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	3	#
Science	2	#	2	#	6	67%
Reading	0	0%	4	#	2	#
Writing	0	0%	3	#	2	#
Global Studies	1	#	5	60%	3	#
U.S. Hist & Gov't	1	#	2	#	4	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	20%	11	36%	18	33%
Science	0	0%	11	45%	19	37%
Reading	0	0%	3	#	11	64%
Writing	4	#	3	#	4	#
Global Studies	5	40%	6	33%	10	30%
U.S. Hist & Gov't	6	83%	3	#	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	83	81	86	20	10	11
Number Scoring 55-100	77	76	80	16	9	7
Number Scoring 65-100	63	69	72	11	8	3
Number Scoring 85-100	26	33	18	2	0	0
Percentage of Tested Scoring 55-100	93%	94%	93%	80%	90%	64%
Percentage of Tested Scoring 65-100	76%	85%	84%	55%	80%	27%
Percentage of Tested Scoring 85-100	31%	41%	21%	10%	0%	0%
<b>Mathematics A</b>						
Number Tested	68	102	95	7	16	9
Number Scoring 55-100	54	100	91	5	16	8
Number Scoring 65-100	48	91	75	3	13	5
Number Scoring 85-100	24	17	19	1	2	1
Percentage of Tested Scoring 55-100	79%	98%	96%	71%	100%	89%
Percentage of Tested Scoring 65-100	71%	89%	79%	43%	81%	56%
Percentage of Tested Scoring 85-100	35%	17%	20%	14%	12%	11%
<b>Mathematics B</b>						
Number Tested	36	49	46	4	2	2
Number Scoring 55-100	26	41	28	#	#	#
Number Scoring 65-100	19	31	22	#	#	#
Number Scoring 85-100	4	8	3	#	#	#
Percentage of Tested Scoring 55-100	72%	84%	61%	#	#	#
Percentage of Tested Scoring 65-100	53%	63%	48%	#	#	#
Percentage of Tested Scoring 85-100	11%	16%	7%	#	#	#
<b>Global History and Geography</b>						
Number Tested	88	94	98	15	13	16
Number Scoring 55-100	76	81	84	10	9	9
Number Scoring 65-100	68	70	70	9	6	7
Number Scoring 85-100	22	16	19	0	2	0
Percentage of Tested Scoring 55-100	86%	86%	86%	67%	69%	56%
Percentage of Tested Scoring 65-100	77%	74%	71%	60%	46%	44%
Percentage of Tested Scoring 85-100	25%	17%	19%	0%	15%	0%
<b>U.S. History and Government</b>						
Number Tested	83	82	85	20	11	8
Number Scoring 55-100	77	76	75	17	9	6
Number Scoring 65-100	62	68	58	13	8	4
Number Scoring 85-100	22	21	19	3	0	0
Percentage of Tested Scoring 55-100	93%	93%	88%	85%	82%	75%
Percentage of Tested Scoring 65-100	75%	83%	68%	65%	73%	50%
Percentage of Tested Scoring 85-100	27%	26%	22%	15%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	73	79	78	10	11	8
Number Scoring 55-100	72	77	74	10	9	8
Number Scoring 65-100	70	71	65	9	7	6
Number Scoring 85-100	30	12	18	1	1	0
Percentage of Tested Scoring 55-100	99%	97%	95%	100%	82%	100%
Percentage of Tested Scoring 65-100	96%	90%	83%	90%	64%	75%
Percentage of Tested Scoring 85-100	41%	15%	23%	10%	9%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	102	89	128	13	9	16
Number Scoring 55-100	83	67	90	9	5	8
Number Scoring 65-100	73	52	72	6	3	6
Number Scoring 85-100	7	11	27	1	0	1
Percentage of Tested Scoring 55-100	81%	75%	70%	69%	56%	50%
Percentage of Tested Scoring 65-100	72%	58%	56%	46%	33%	38%
Percentage of Tested Scoring 85-100	7%	12%	21%	8%	0%	6%
<b>Physical Setting/Chemistry</b>						
Number Tested	54	42	31	4	2	0
Number Scoring 55-100	49	37	28	#	#	0
Number Scoring 65-100	35	28	16	#	#	0
Number Scoring 85-100	1	1	0	#	#	0
Percentage of Tested Scoring 55-100	91%	88%	90%	#	#	0%
Percentage of Tested Scoring 65-100	65%	67%	52%	#	#	0%
Percentage of Tested Scoring 85-100	2%	2%	0%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		12	13		1	0
Number Scoring 55-100		9	11		#	0
Number Scoring 65-100		7	9		#	0
Number Scoring 85-100		0	3		#	0
Percentage of Tested Scoring 55-100		75%	85%		#	0%
Percentage of Tested Scoring 65-100		58%	69%		#	0%
Percentage of Tested Scoring 85-100		0%	23%		#	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<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	16	18	23	0	0	0
Number Scoring 55-100	16	18	23	0	0	0
Number Scoring 65-100	16	16	23	0	0	0
Number Scoring 85-100	8	6	14	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	89%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	33%	61%	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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	63	5%	5%	51%	40%
	Students with Disabilities	17	35%	24%	35%	6%
	All Students	80	11%	9%	48%	33%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	75	0%	27%	67%	7%
	Students with Disabilities	22	23%	41%	36%	0%
	All Students	97	5%	30%	60%	5%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

### 2001 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	70	70	70	6	6	6	76	76	76
Number Scoring 55–64	3	4	2	0	0	1	3	4	3
Number Scoring 65–84	45	42	38	2	3	1	47	45	39
Number Scoring 85–100	20	21	29	0	0	1	20	21	30
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		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)