

# New York State School Report Card Comprehensive Information Report

BEDS Code: 05-04-01-04-0003  
 Name: Cato-Meridian Senior High School  
 Principal: Michael Rizzi

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	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	110	121	117
Tenth	126	102	99
Eleventh	103	112	86
Twelfth	101	96	107
Ungraded Secondary	2	0	4
Total K-12 Enrollment	442	431	413

## 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	6	1.4%	9	2.1%	7	1.7%
Black (Not Hispanic)	2	0.5%	1	0.2%	3	0.7%
Hispanic	8	1.8%	5	1.2%	1	0.2%
White (Not Hispanic)	426	96.4%	416	96.5%	402	97.3%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	20	23
Mathematics Grade 10	17	0	15
Science Grade 10	22	20	17
Social Studies Grade 10	22	21	22

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

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

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.2%	1	0.2%	0	0.0%
<b>Eligible for Free Lunch</b>	61	13.8%	71	16.5%	64	15.5%

**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>		93.9%		92.7%		91.9%
<b>Student Suspensions</b>	57	11.9%	25	5.7%	47	10.9%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	9.1%	9.3%	6.5%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	97%	100%	99%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	40
Total Other Professional Staff	5
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	84	48	57%	85	49	58%	87	63	72%
Students with Disabilities	5	1	20%	8	2	25%	11	1	9%
All Students	89	49	55%	93	51	55%	98	64	65%

\*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	47	35	6	0	10	0
Percent	48%	36%	6%	0%	10%	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)
11	1	3	14

\*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	16		2		7	2.0%
	Entered GED Program*	0		0		3	0.9%
	Total Noncompleters	16		2		10	2.9%
Students with Disabilities	Dropped Out	5		0		1	1.6%
	Entered GED Program*	0		1		1	1.6%
	Total Noncompleters	5		1		2	3.2%
All Students	Dropped Out	21	4.8%	2	0.5%	8	2.0%
	Entered GED Program*	0	0.0%	1	0.2%	4	1.0%
	Total Noncompleters	21	4.8%	3	0.7%	12	2.9%

\*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)

# 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	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	437	356	324
	Number of Students with Disabilities	5	75	86
	Number of All Students	442	431	410
	Percent of Enrollment	100%	100%	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 2003-2004 school year; completion 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	0	0%	4	#	1	#
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%

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	62%	11	64%	10	50%
Science	12	67%	15	27%	12	83%
Reading	9	78%	8	63%	3	#
Writing	8	100%	9	89%	6	100%
Global Studies	1	#	8	38%	11	0%
U.S. Hist & Gov't	2	#	4	#	4	#

(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	98	115	94	13	10	14
Number Scoring 55-100	89	101	84	7	6	10
Number Scoring 65-100	82	93	65	6	6	6
Number Scoring 85-100	35	31	6	0	0	0
Percentage of Tested Scoring 55-100	91%	88%	89%	54%	60%	71%
Percentage of Tested Scoring 65-100	84%	81%	69%	46%	60%	43%
Percentage of Tested Scoring 85-100	36%	27%	6%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	71	149	75	9	11	10
Number Scoring 55-100	38	124	70	4	8	7
Number Scoring 65-100	10	97	57	0	7	4
Number Scoring 85-100	0	23	8	0	2	0
Percentage of Tested Scoring 55-100	54%	83%	93%	44%	73%	70%
Percentage of Tested Scoring 65-100	14%	65%	76%	0%	64%	40%
Percentage of Tested Scoring 85-100	0%	15%	11%	0%	18%	0%
<b>Mathematics B</b>						
Number Tested	0	0	32	0	0	0
Number Scoring 55-100	0	0	30	0	0	0
Number Scoring 65-100	0	0	24	0	0	0
Number Scoring 85-100	0	0	5	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	94%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	75%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	16%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	136	112	116	14	15	17
Number Scoring 55-100	124	88	95	11	6	5
Number Scoring 65-100	100	67	75	5	5	3
Number Scoring 85-100	27	18	26	0	1	2
Percentage of Tested Scoring 55-100	91%	79%	82%	79%	40%	29%
Percentage of Tested Scoring 65-100	74%	60%	65%	36%	33%	18%
Percentage of Tested Scoring 85-100	20%	16%	22%	0%	7%	12%
<b>U.S. History and Government</b>						
Number Tested	113	121	89	11	11	15
Number Scoring 55-100	103	115	81	9	8	12
Number Scoring 65-100	81	100	68	4	6	6
Number Scoring 85-100	17	35	31	0	0	2
Percentage of Tested Scoring 55-100	91%	95%	91%	82%	73%	80%
Percentage of Tested Scoring 65-100	72%	83%	76%	36%	55%	40%
Percentage of Tested Scoring 85-100	15%	29%	35%	0%	0%	13%

(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	112	79	83	8	4	2
Number Scoring 55-100	112	79	82	8	#	#
Number Scoring 65-100	111	76	80	8	#	#
Number Scoring 85-100	45	18	30	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	#	#
Percentage of Tested Scoring 65-100	99%	96%	96%	100%	#	#
Percentage of Tested Scoring 85-100	40%	23%	36%	0%	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	107	119	114	15	18	13
Number Scoring 55-100	97	96	99	11	10	8
Number Scoring 65-100	76	81	68	6	5	3
Number Scoring 85-100	15	18	21	1	0	0
Percentage of Tested Scoring 55-100	91%	81%	87%	73%	56%	62%
Percentage of Tested Scoring 65-100	71%	68%	60%	40%	28%	23%
Percentage of Tested Scoring 85-100	14%	15%	18%	7%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	50	55	32	1	0	0
Number Scoring 55-100	48	52	29	#	0	0
Number Scoring 65-100	32	41	19	#	0	0
Number Scoring 85-100	5	9	0	#	0	0
Percentage of Tested Scoring 55-100	96%	95%	91%	#	0%	0%
Percentage of Tested Scoring 65-100	64%	75%	59%	#	0%	0%
Percentage of Tested Scoring 85-100	10%	16%	0%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			17			0
Number Scoring 55-100			17			0
Number Scoring 65-100			15			0
Number Scoring 85-100			2			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			88%			0%
Percentage of Tested Scoring 85-100			12%			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	33	19	23	0	0	0
Number Scoring 55-100	30	19	23	0	0	0
Number Scoring 65-100	29	19	22	0	0	0
Number Scoring 85-100	6	8	9	0	0	0
Percentage of Tested Scoring 55-100	91%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	18%	42%	39%	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	54	48	34	0	0	1
Number Scoring 55-100	54	47	34	0	0	#
Number Scoring 65-100	52	47	34	0	0	#
Number Scoring 85-100	18	12	15	0	0	#
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	96%	98%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	33%	25%	44%	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	72	49	3	1	1	0
Number Scoring 55-100	61	38	#	#	#	0
Number Scoring 65-100	57	35	#	#	#	0
Number Scoring 85-100	24	12	#	#	#	0
Percentage of Tested Scoring 55-100	85%	78%	#	#	#	0%
Percentage of Tested Scoring 65-100	79%	71%	#	#	#	0%
Percentage of Tested Scoring 85-100	33%	24%	#	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	46	100%	27	96%	18	94%
Students with Disabilities	8	75%	6	33%	6	17%

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	97	97	97	10	10	10	107	107	107
Number Scoring 55–64	4	1	0	3	3	1	7	4	1
Number Scoring 65–84	66	51	51	3	2	6	69	53	57
Number Scoring 85–100	24	35	44	1	0	1	25	35	45
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)