

New York State District Report Card Comprehensive Information Report

BEDS Code: 19-04-01-06-0000
 Name: Catskill Central School District
 Superintendent: Charlotte Gregory

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	115	113	124
First	111	131	126
Second	129	119	122
Third	148	137	122
Fourth	154	143	149
Fifth	116	150	137
Sixth	144	124	177
Ungraded Elementary	11	34	26
Seventh	154	152	129
Eighth	153	156	159
Ninth	165	173	176
Tenth	133	131	142
Eleventh	114	113	117
Twelfth	93	110	111
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1740	1786	1817

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	20	1.1%	26	1.5%	16	0.9%
Black (Not Hispanic)	224	12.9%	238	13.3%	240	13.2%
Hispanic	93	5.3%	112	6.3%	117	6.4%
White (Not Hispanic)	1403	80.6%	1410	78.9%	1444	79.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	19	20
Common Branch	23	23	20
English Grade 8	22	18	18
Mathematics Grade 8	14	16	16
Science Grade 8	20	21	20
Social Studies Grade 8	20	20	17
English Grade 10	23	20	22
Mathematics Grade 10	0	19	24
Science Grade 10	15	17	23
Social Studies Grade 10	21	22	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	9	0.5%	14	0.8%	14	0.8%
Eligible for Free Lunch	494	30.4%	413	23.1%	606	33.4%

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		93.1%		93.1%		96.3%
Student Suspensions	141	8.0%	150	8.6%	176	9.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.1%	6.7%	9.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	150
Total Other Professional Staff	25
Total Paraprofessionals	52
Teaching Out of Certification*	8

*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	73	36	49%	86	50	58%	94	65	69%
Students with Disabilities	6	0	0%	7	0	0%	3	2	67%
All Students	79	36	46%	93	50	54%	97	67	69%

*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	29	42	0	5	6	15
Percent	30%	43%	0%	5%	6%	15%

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)
3	2	7	10

*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	10		24		16	3.3%
	Entered GED Program*	12		18		5	1.0%
	Total Noncompleters	22		42		21	4.3%
Students with Disabilities	Dropped Out	10		10		2	2.4%
	Entered GED Program*	1		3		2	2.4%
	Total Noncompleters	11		13		4	4.9%
All Students	Dropped Out	20	4.0%	34	6.5%	18	3.2%
	Entered GED Program*	13	2.6%	21	4.0%	7	1.2%
	Total Noncompleters	33	6.5%	55	10.4%	25	4.4%

*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	0	462	456
	Number of Students with Disabilities	0	65	90
	Number of All Students	0	527	546
	Percent of Enrollment	0%	100%	100%

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	12	100%	0	0%	16	88%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	28	100%	27	100%

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%	1	#	0	0%
Science	1	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	1	#	3	#	0	0%
Science	13	23%	17	41%	4	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	2	#

(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	110	106	109	12	8	5
Number Scoring 55-100	104	102	107	9	7	5
Number Scoring 65-100	92	98	95	7	7	2
Number Scoring 85-100	29	45	43	0	0	0
Percentage of Tested Scoring 55-100	95%	96%	98%	75%	88%	100%
Percentage of Tested Scoring 65-100	84%	92%	87%	58%	88%	40%
Percentage of Tested Scoring 85-100	26%	42%	39%	0%	0%	0%
Mathematics A						
Number Tested	94	130	118	6	11	4
Number Scoring 55-100	90	113	116	5	7	#
Number Scoring 65-100	81	100	111	4	6	#
Number Scoring 85-100	30	25	32	0	1	#
Percentage of Tested Scoring 55-100	96%	87%	98%	83%	64%	#
Percentage of Tested Scoring 65-100	86%	77%	94%	67%	55%	#
Percentage of Tested Scoring 85-100	32%	19%	27%	0%	9%	#
Mathematics B						
Number Tested	0	46	64	0	0	0
Number Scoring 55-100	0	34	57	0	0	0
Number Scoring 65-100	0	28	43	0	0	0
Number Scoring 85-100	0	3	7	0	0	0
Percentage of Tested Scoring 55-100	0%	74%	89%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	61%	67%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	7%	11%	0%	0%	0%
Global History and Geography						
Number Tested	111	108	125	9	1	16
Number Scoring 55-100	103	103	115	6	#	11
Number Scoring 65-100	98	98	104	6	#	9
Number Scoring 85-100	41	40	33	3	#	3
Percentage of Tested Scoring 55-100	93%	95%	92%	67%	#	69%
Percentage of Tested Scoring 65-100	88%	91%	83%	67%	#	56%
Percentage of Tested Scoring 85-100	37%	37%	26%	33%	#	19%
U.S. History and Government						
Number Tested	104	108	100	8	8	6
Number Scoring 55-100	103	106	100	8	7	6
Number Scoring 65-100	100	106	99	7	7	5
Number Scoring 85-100	40	61	57	0	4	1
Percentage of Tested Scoring 55-100	99%	98%	100%	100%	88%	100%
Percentage of Tested Scoring 65-100	96%	98%	99%	88%	88%	83%
Percentage of Tested Scoring 85-100	38%	56%	57%	0%	50%	17%

(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	69	114	111	1	13	8
Number Scoring 55-100	69	108	110	#	10	7
Number Scoring 65-100	68	99	106	#	5	5
Number Scoring 85-100	29	26	26	#	1	0
Percentage of Tested Scoring 55-100	100%	95%	99%	#	77%	88%
Percentage of Tested Scoring 65-100	99%	87%	95%	#	38%	62%
Percentage of Tested Scoring 85-100	42%	23%	23%	#	8%	0%
Physical Setting/Earth Science						
Number Tested	105	122	121	7	13	13
Number Scoring 55-100	102	112	111	5	8	9
Number Scoring 65-100	92	106	97	1	8	6
Number Scoring 85-100	40	41	39	1	1	0
Percentage of Tested Scoring 55-100	97%	92%	92%	71%	62%	69%
Percentage of Tested Scoring 65-100	88%	87%	80%	14%	62%	46%
Percentage of Tested Scoring 85-100	38%	34%	32%	14%	8%	0%
Physical Setting/Chemistry						
Number Tested	52	40	64	0	1	0
Number Scoring 55-100	51	40	61	0	#	0
Number Scoring 65-100	41	34	48	0	#	0
Number Scoring 85-100	8	4	4	0	#	0
Percentage of Tested Scoring 55-100	98%	100%	95%	0%	#	0%
Percentage of Tested Scoring 65-100	79%	85%	75%	0%	#	0%
Percentage of Tested Scoring 85-100	15%	10%	6%	0%	#	0%
Physical Setting/Physics						
Number Tested			6			0
Number Scoring 55-100			6			0
Number Scoring 65-100			6			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			17%			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	17	10	10	0	0	0
Number Scoring 55-100	17	10	10	0	0	0
Number Scoring 65-100	17	10	10	0	0	0
Number Scoring 85-100	6	10	8	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	35%	100%	80%	0%	0%	0%
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	36	32	28	0	0	1
Number Scoring 55-100	36	32	28	0	0	#
Number Scoring 65-100	36	32	27	0	0	#
Number Scoring 85-100	17	29	20	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	47%	91%	71%	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	66	2	0	0	0	0
Number Scoring 55-100	57	#	0	0	0	0
Number Scoring 65-100	53	#	0	0	0	0
Number Scoring 85-100	21	#	0	0	0	0
Percentage of Tested Scoring 55-100	86%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	80%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	32%	#	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	64	100%	73	96%	36	97%
Students with Disabilities	6	83%	6	100%	5	80%

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	122	6%	10%	67%	17%
	Students with Disabilities	16	63%	6%	31%	0%
	All Students	138	12%	9%	63%	15%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	138	3%	56%	36%	6%
	Students with Disabilities	21	19%	76%	5%	0%
	All Students	159	5%	58%	31%	5%

(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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	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	92	92	92	16	16	16	108	108	108
Number Scoring 55–64	3	0	0	0	0	1	3	0	1
Number Scoring 65–84	48	35	33	3	2	2	51	37	35
Number Scoring 85–100	34	52	54	2	3	2	36	55	56
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)

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
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			4			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 9-12)						
Number Tested			4			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

*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 - L)