

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	2000–2001	2001–2002	2002–2003
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	146	110	121
Tenth	119	126	102
Eleventh	100	103	112
Twelfth	116	101	96
Ungraded Secondary	0	2	0
Total K-12 Enrollment	481	442	431

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	7	1.5%	6	1.4%	9	2.1%
Black (Not Hispanic)	2	0.4%	2	0.5%	1	0.2%
Hispanic	5	1.0%	8	1.8%	5	1.2%
White (Not Hispanic)	467	97.1%	426	96.4%	416	96.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	19	23	20
Mathematics Grade 10	0	17	0
Science Grade 10	20	22	20
Social Studies Grade 10	20	22	21

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
51	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 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.2%	1	0.2%	1	0.2%
Eligible for Free Lunch	68	14.1%	61	13.8%	71	16.5%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.6%		93.9%		92.7%
Student Suspensions	31	7.1%	57	11.8%	25	5.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.1%	9.0%	9.3%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	97%	97%	100%

Staff Counts

Staff	2002–2003
Total Teachers	36
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	85	45	53%	84	48	57%	85	49	58%
Students with Disabilities	14	2	14%	5	1	20%	8	2	25%
All Students	99	47	47%	89	49	55%	93	51	55%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	37	38	1	11	6	0
Percent	40%	41%	1%	12%	6%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
8	2	3	11

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			16		2	
	Entered GED Program*			0		0	
	Total Noncompleters			16		2	
Students with Disabilities	Dropped Out			5		0	
	Entered GED Program*			0		1	
	Total Noncompleters			5		1	
All Students	Dropped Out	10	2.1%	21	4.8%	2	0.5%
	Entered GED Program*	1	0.2%	0	0.0%	1	0.2%
	Total Noncompleters	11	2.3%	21	4.8%	3	0.7%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		437	356
	Number of Students with Disabilities		5	75
	Number of All Students		442	431
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	4	#
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	2000-2001		2001-2002		2002-2003	
	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%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	2	#
Science	0	0%	1	#	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	82%	21	62%	11	64%
Science	7	57%	12	67%	15	27%
Reading	2	#	9	78%	8	62%
Writing	1	#	8	100%	9	89%
Global Studies	5	20%	1	#	8	38%
U.S. Hist & Gov't	3	#	2	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	94	98	115	11	13	10
Number Scoring 55–100	94	89	101	11	7	6
Number Scoring 65–100	88	82	93	8	6	6
Number Scoring 85–100	23	35	31	0	0	0
Percentage of Tested Scoring 55–100	100%	91%	88%	100%	54%	60%
Percentage of Tested Scoring 65–100	94%	84%	81%	73%	46%	60%
Percentage of Tested Scoring 85–100	24%	36%	27%	0%	0%	0%
Mathematics A						
Number Tested	53	71	149	17	9	11
Number Scoring 55–100	24	38	124	3	4	8
Number Scoring 65–100	6	10	97	1	0	7
Number Scoring 85–100	0	0	23	0	0	2
Percentage of Tested Scoring 55–100	45%	54%	83%	18%	44%	73%
Percentage of Tested Scoring 65–100	11%	14%	65%	6%	0%	64%
Percentage of Tested Scoring 85–100	0%	0%	15%	0%	0%	18%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	119	136	112	19	14	15
Number Scoring 55–100	113	124	88	17	11	6
Number Scoring 65–100	88	100	67	7	5	5
Number Scoring 85–100	28	27	18	0	0	1
Percentage of Tested Scoring 55–100	95%	91%	79%	89%	79%	40%
Percentage of Tested Scoring 65–100	74%	74%	60%	37%	36%	33%
Percentage of Tested Scoring 85–100	24%	20%	16%	0%	0%	7%
U.S. History and Government (first administered June 2001)						
Number Tested	85	113	121	7	11	11
Number Scoring 55–100	77	103	115	5	9	8
Number Scoring 65–100	67	81	100	4	4	6
Number Scoring 85–100	26	17	35	2	0	0
Percentage of Tested Scoring 55–100	91%	91%	95%	71%	82%	73%
Percentage of Tested Scoring 65–100	79%	72%	83%	57%	36%	55%
Percentage of Tested Scoring 85–100	31%	15%	29%	29%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	95	112	79	5	8	4
Number Scoring 55–100	94	112	79	5	8	#
Number Scoring 65–100	94	111	76	5	8	#
Number Scoring 85–100	28	45	18	1	0	#
Percentage of Tested Scoring 55–100	99%	100%	100%	100%	100%	#
Percentage of Tested Scoring 65–100	99%	99%	96%	100%	100%	#
Percentage of Tested Scoring 85–100	29%	40%	23%	20%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	115	107	119	10	15	18
Number Scoring 55–100	103	97	96	6	11	10
Number Scoring 65–100	87	76	81	5	6	5
Number Scoring 85–100	32	15	18	0	1	0
Percentage of Tested Scoring 55–100	90%	91%	81%	60%	73%	56%
Percentage of Tested Scoring 65–100	76%	71%	68%	50%	40%	28%
Percentage of Tested Scoring 85–100	28%	14%	15%	0%	7%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		50	55		1	0
Number Scoring 55–100		48	52		#	0
Number Scoring 65–100		32	41		#	0
Number Scoring 85–100		5	9		#	0
Percentage of Tested Scoring 55–100		96%	95%		#	0%
Percentage of Tested Scoring 65–100		64%	75%		#	0%
Percentage of Tested Scoring 85–100		10%	16%		#	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	26	33	19	0	0	0
Number Scoring 55–100	26	30	19	0	0	0
Number Scoring 65–100	23	29	19	0	0	0
Number Scoring 85–100	11	6	8	0	0	0
Percentage of Tested Scoring 55–100	100%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	88%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	18%	42%	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	54	54	48	1	0	0
Number Scoring 55–100	54	54	47	#	0	0
Number Scoring 65–100	52	52	47	#	0	0
Number Scoring 85–100	24	18	12	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	#	0%	0%
Percentage of Tested Scoring 65–100	96%	96%	98%	#	0%	0%
Percentage of Tested Scoring 85–100	44%	33%	25%	#	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	71	64	8	2	2	1
Number Scoring 55–100	66	59	8	#	#	#
Number Scoring 65–100	62	52	6	#	#	#
Number Scoring 85–100	34	12	1	#	#	#
Percentage of Tested Scoring 55–100	93%	92%	100%	#	#	#
Percentage of Tested Scoring 65–100	87%	81%	75%	#	#	#
Percentage of Tested Scoring 85–100	48%	19%	12%	#	#	#
Sequential Mathematics, Course III						
Number Tested	60	72	49	1	1	1
Number Scoring 55–100	49	61	38	#	#	#
Number Scoring 65–100	39	57	35	#	#	#
Number Scoring 85–100	13	24	12	#	#	#
Percentage of Tested Scoring 55–100	82%	85%	78%	#	#	#
Percentage of Tested Scoring 65–100	65%	79%	71%	#	#	#
Percentage of Tested Scoring 85–100	22%	33%	24%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	61	98%	46	100%	27	96%
Students with Disabilities	11	100%	8	75%	6	33%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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	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

1999 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	80	80	80	13	13	13	93	93	93
Number Scoring 55–64	10	13	5	4	3	2	14	16	7
Number Scoring 65–84	43	51	42	7	5	5	50	56	47
Number Scoring 85–100	26	15	31	0	0	1	26	15	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)