

New York State School Report Card Comprehensive Information Report

BEDS Code: 16-08-01-04-0002
 Name: Chateaugay High School
 Principal: Paul M. Harrica

Grade Range : 7-12

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	60	57	61
Eighth	47	56	59
Ninth	41	43	57
Tenth	48	35	41
Eleventh	48	49	35
Twelfth	40	44	44
Ungraded Secondary	0	0	0
Total K-12 Enrollment	284	284	297

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	3	1.1%	3	1.1%	4	1.3%
Black (Not Hispanic)	1	0.4%	0	0.0%	1	0.3%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	280	98.6%	281	98.9%	292	98.3%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	17	18
Mathematics Grade 8	19	17	18
Science Grade 8	24	18	18
Social Studies Grade 8	20	17	18
English Grade 10	15	17	21
Mathematics Grade 10	15	20	22
Science Grade 10	12	21	10
Social Studies Grade 10	14	20	24

(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
47	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 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	68	23.9%	66	23.2%	68	22.9%

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		95.1%		95.0%		94.9%
Student Suspensions	7	2.2%	2	0.7%	4	1.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.1%	15.5%	11.5%
Public Assistance	41-50%	41-50%	31-40%
Student Stability	100%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	21
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

*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	35	20	57%	41	21	51%	35	15	43%
Students with Disabilities	2	0	0%	1	0	0%	4	0	0%
All Students	37	20	54%	42	21	50%	39	15	38%

*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	8	14	0	5	12	0
Percent	21%	36%	0%	13%	31%	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)
4	0	4	8

*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			7		5	
	Entered GED Program*			0		0	
	Total Noncompleters			7		5	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	8	4.5%	7	4.1%	6	3.4%
	Entered GED Program*	4	2.3%	0	0.0%	0	0.0%
	Total Noncompleters	12	6.8%	7	4.1%	6	3.4%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	16	100%	21	90%	23	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	15	87%	28	93%	26	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	0	0%	1	#

(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%	0	0%
Science	0	0%	0	0%	1	#
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%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	6	50%	16	62%
Science	4	#	10	100%	5	60%
Reading	0	0%	4	#	9	78%
Writing	0	0%	4	#	3	#
Global Studies	2	#	4	#	8	75%
U.S. Hist & Gov't	4	#	3	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	50	44	35	11	6	4
Number Scoring 55–100	50	41	32	11	5	#
Number Scoring 65–100	45	34	30	7	1	#
Number Scoring 85–100	11	14	18	0	0	#
Percentage of Tested Scoring 55–100	100%	93%	91%	100%	83%	#
Percentage of Tested Scoring 65–100	90%	77%	86%	64%	17%	#
Percentage of Tested Scoring 85–100	22%	32%	51%	0%	0%	#
Mathematics A						
Number Tested	59	47	61	11	6	12
Number Scoring 55–100	48	24	50	6	1	7
Number Scoring 65–100	31	21	41	3	1	7
Number Scoring 85–100	8	8	13	0	1	1
Percentage of Tested Scoring 55–100	81%	51%	82%	55%	17%	58%
Percentage of Tested Scoring 65–100	53%	45%	67%	27%	17%	58%
Percentage of Tested Scoring 85–100	14%	17%	21%	0%	17%	8%
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	42	40	47	5	4	10
Number Scoring 55–100	38	34	41	3	#	6
Number Scoring 65–100	31	28	37	2	#	5
Number Scoring 85–100	7	4	13	0	#	0
Percentage of Tested Scoring 55–100	90%	85%	87%	60%	#	60%
Percentage of Tested Scoring 65–100	74%	70%	79%	40%	#	50%
Percentage of Tested Scoring 85–100	17%	10%	28%	0%	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	49	54	39	10	5	5
Number Scoring 55–100	36	48	36	6	4	3
Number Scoring 65–100	33	36	30	6	3	1
Number Scoring 85–100	12	5	11	0	0	0
Percentage of Tested Scoring 55–100	73%	89%	92%	60%	80%	60%
Percentage of Tested Scoring 65–100	67%	67%	77%	60%	60%	20%
Percentage of Tested Scoring 85–100	24%	9%	28%	0%	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	30	22	24	1	0	3
Number Scoring 55–100	30	22	24	#	0	#
Number Scoring 65–100	29	22	24	#	0	#
Number Scoring 85–100	5	4	12	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	97%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	17%	18%	50%	#	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	15	36	52	6	5	12
Number Scoring 55–100	15	35	51	6	5	11
Number Scoring 65–100	10	30	49	3	3	9
Number Scoring 85–100	0	14	16	0	1	2
Percentage of Tested Scoring 55–100	100%	97%	98%	100%	100%	92%
Percentage of Tested Scoring 65–100	67%	83%	94%	50%	60%	75%
Percentage of Tested Scoring 85–100	0%	39%	31%	0%	20%	17%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		17	23		0	1
Number Scoring 55–100		11	20		0	#
Number Scoring 65–100		10	12		0	#
Number Scoring 85–100		0	1		0	#
Percentage of Tested Scoring 55–100		65%	87%		0%	#
Percentage of Tested Scoring 65–100		59%	52%		0%	#
Percentage of Tested Scoring 85–100		0%	4%		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	13	16	10	0	1	0
Number Scoring 55–100	13	16	10	0	#	0
Number Scoring 65–100	13	16	10	0	#	0
Number Scoring 85–100	4	3	5	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	31%	19%	50%	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	13	10	14	0	0	1
Number Scoring 55–100	13	10	14	0	0	#
Number Scoring 65–100	13	7	13	0	0	#
Number Scoring 85–100	3	5	4	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	70%	93%	0%	0%	#
Percentage of Tested Scoring 85–100	23%	50%	29%	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	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%
Sequential Mathematics, Course III						
Number Tested	24	20	16	0	0	1
Number Scoring 55–100	19	18	14	0	0	#
Number Scoring 65–100	15	16	13	0	0	#
Number Scoring 85–100	3	5	3	0	0	#
Percentage of Tested Scoring 55–100	79%	90%	88%	0%	0%	#
Percentage of Tested Scoring 65–100	62%	80%	81%	0%	0%	#
Percentage of Tested Scoring 85–100	12%	25%	19%	0%	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	18	89%	20	90%	25	92%
Students with Disabilities	3	#	11	100%	8	63%

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	49	2%	37%	59%	2%
	Students with Disabilities	10	50%	30%	20%	0%
	All Students	59	10%	36%	53%	2%

(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	40	40	40	8	8	8	48	48	48
Number Scoring 55–64	4	8	4	3	2	1	7	10	5
Number Scoring 65–84	26	24	27	3	3	4	29	27	31
Number Scoring 85–100	8	5	8	0	0	1	8	5	9
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)