

New York State School Report Card

Comprehensive Information Report

BEDS Code: 16-08-01-04-0002
 Name: Chateaugay High School
 Principal: Dale Breault

Grade Range : 7-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	61	64	55
Eighth	59	57	64
Ninth	57	58	54
Tenth	41	55	51
Eleventh	35	46	55
Twelfth	44	38	44
Ungraded Secondary	0	0	0
Total K-12 Enrollment	297	318	323

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	4	1.3%	2	0.6%	3	0.9%
Black (Not Hispanic)	1	0.3%	0	0.0%	0	0.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	292	98.3%	316	99.4%	320	99.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	18	18
Mathematics Grade 8	18	17	18
Science Grade 8	18	19	18
Social Studies Grade 8	18	18	18
English Grade 10	21	16	23
Mathematics Grade 10	22	26	16
Science Grade 10	10	15	23
Social Studies Grade 10	24	18	27

(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
46	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 lower 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	68	22.9%	72	22.6%	49	15.2%

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		94.9%		96.7%		96.3%
Student Suspensions	4	1.4%	9	3.0%	8	2.5%

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

	2002-03	2003-04	2004-05
Reduced Lunch	11.5%	12.0%	10.2%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	100%	100%	95%

Staff Counts

Staff	2004-05
Total Teachers	23
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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
General-Education Students	Total Graduates*	35	31	33
	Regents Diplomas	15	16	27
	% Regents Diplomas	43%	52%	82%
	Regents Diplomas with Advanced Designation**			14
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	4	3	7
	Regents Diplomas	0	0	3
	% Regents Diplomas	0%	0%	43%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	2	2
All Students	Total Graduates*	39	34	40
	Regents Diplomas	15	16	30
	% Regents Diplomas	38%	47%	75%
	Regents Diplomas with Advanced Designation**			14
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates	4	2	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
General-Education Students	Number	7	18	0	3	5	0	0	0
	Percent	21%	55%	0%	9%	15%	0%	0%	0%
Students with Disabilities	Number	2	4	0	0	1	0	0	0
	Percent	29%	57%	0%	0%	14%	0%	0%	0%
All Students	Number	9	22	0	3	6	0	0	0
	Percent	23%	55%	0%	7%	15%	0%	0%	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.
General-Education Students	Dropped Out	5		5	2.9%	0	0.0%
	Entered GED Program*	0		0	0.0%	2	1.1%
	Total Noncompleters	5		5	2.9%	2	1.1%
Students with Disabilities	Dropped Out	1		3	8.3%	0	0.0%
	Entered GED Program*	0		0	0.0%	1	3.4%
	Total Noncompleters	1		3	8.3%	1	3.4%
All Students	Dropped Out	6	3.4%	8	3.9%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	3	1.4%
	Total Noncompleters	6	3.4%	8	3.9%	3	1.4%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	23	96%	39	97%	26	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	26	100%	15	100%	22	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	1	#	0	0%	1	#

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	63%	6	83%	3	#
Science	5	60%	12	67%	1	#
Reading	9	78%	3	#	4	#
Writing	3	#	4	#	4	#
Global Studies	8	75%	3	#	0	0%
U.S. Hist & Gov't	4	#	0	0%	5	20%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	35	44	48	4	10	5
Number Scoring 55-100	32	41	48	#	7	5
Number Scoring 65-100	30	37	46	#	4	3
Number Scoring 85-100	18	23	25	#	0	1
Percentage of Tested Scoring 55-100	91%	93%	100%	#	70%	100%
Percentage of Tested Scoring 65-100	86%	84%	96%	#	40%	60%
Percentage of Tested Scoring 85-100	51%	52%	52%	#	0%	20%
Mathematics A						
Number Tested	61	64	19	12	3	2
Number Scoring 55-100	50	63	16	7	#	#
Number Scoring 65-100	41	62	15	7	#	#
Number Scoring 85-100	13	21	5	1	#	#
Percentage of Tested Scoring 55-100	82%	98%	84%	58%	#	#
Percentage of Tested Scoring 65-100	67%	97%	79%	58%	#	#
Percentage of Tested Scoring 85-100	21%	33%	26%	8%	#	#
Mathematics B						
Number Tested	0	24	20	0	2	0
Number Scoring 55-100	0	19	18	0	#	0
Number Scoring 65-100	0	15	14	0	#	0
Number Scoring 85-100	0	9	7	0	#	0
Percentage of Tested Scoring 55-100	0%	79%	90%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	62%	70%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	38%	35%	0%	#	0%
Global History and Geography						
Number Tested	47	50	48	10	4	3
Number Scoring 55-100	41	50	46	6	#	#
Number Scoring 65-100	37	44	41	5	#	#
Number Scoring 85-100	13	17	11	0	#	#
Percentage of Tested Scoring 55-100	87%	100%	96%	60%	#	#
Percentage of Tested Scoring 65-100	79%	88%	85%	50%	#	#
Percentage of Tested Scoring 85-100	28%	34%	23%	0%	#	#
U.S. History and Government						
Number Tested	39	41	50	5	9	5
Number Scoring 55-100	36	39	45	3	9	4
Number Scoring 65-100	30	34	39	1	7	2
Number Scoring 85-100	11	15	19	0	1	1
Percentage of Tested Scoring 55-100	92%	95%	90%	60%	100%	80%
Percentage of Tested Scoring 65-100	77%	83%	78%	20%	78%	40%
Percentage of Tested Scoring 85-100	28%	37%	38%	0%	11%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	24	52	59	3	11	5
Number Scoring 55-100	24	52	57	#	11	4
Number Scoring 65-100	24	52	51	#	11	3
Number Scoring 85-100	12	18	10	#	1	0
Percentage of Tested Scoring 55-100	100%	100%	97%	#	100%	80%
Percentage of Tested Scoring 65-100	100%	100%	86%	#	100%	60%
Percentage of Tested Scoring 85-100	50%	35%	17%	#	9%	0%
Physical Setting/Earth Science						
Number Tested	52	63	52	12	6	1
Number Scoring 55-100	51	61	52	11	5	#
Number Scoring 65-100	49	57	47	9	4	#
Number Scoring 85-100	16	16	15	2	1	#
Percentage of Tested Scoring 55-100	98%	97%	100%	92%	83%	#
Percentage of Tested Scoring 65-100	94%	90%	90%	75%	67%	#
Percentage of Tested Scoring 85-100	31%	25%	29%	17%	17%	#
Physical Setting/Chemistry						
Number Tested	23	21	28	1	0	2
Number Scoring 55-100	20	19	23	#	0	#
Number Scoring 65-100	12	16	16	#	0	#
Number Scoring 85-100	1	3	3	#	0	#
Percentage of Tested Scoring 55-100	87%	90%	82%	#	0%	#
Percentage of Tested Scoring 65-100	52%	76%	57%	#	0%	#
Percentage of Tested Scoring 85-100	4%	14%	11%	#	0%	#
Physical Setting/Physics						
Number Tested		6	8		0	0
Number Scoring 55-100		6	8		0	0
Number Scoring 65-100		4	8		0	0
Number Scoring 85-100		0	3		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		67%	100%		0%	0%
Percentage of Tested Scoring 85-100		0%	38%		0%	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
Comprehensive French						
Number Tested	10	14	13	0	0	0
Number Scoring 55-100	10	14	13	0	0	0
Number Scoring 65-100	10	14	13	0	0	0
Number Scoring 85-100	5	10	12	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	50%	71%	92%	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	14	11	14	1	0	1
Number Scoring 55-100	14	11	14	#	0	#
Number Scoring 65-100	13	11	14	#	0	#
Number Scoring 85-100	4	9	8	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	93%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	29%	82%	57%	#	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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 2005	General-Education Students	51	2%	22%	71%	6%
	Students with Disabilities	10	40%	40%	20%	0%
	All Students	61	8%	25%	62%	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
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	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	35	35	35	11	11	11	46	46	46
Number Scoring 55–64	1	5	0	1	1	0	2	6	0
Number Scoring 65–84	15	13	17	4	5	5	19	18	22
Number Scoring 85–100	12	14	15	0	1	2	12	15	17
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)