

# New York State District Report Card Comprehensive Information Report

BEDS Code: 19-04-01-06-0000  
 Name: Catskill Central School District  
 Superintendent: Katherine Farrell

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	113	124	115
First	131	126	121
Second	119	122	113
Third	137	122	135
Fourth	143	149	118
Fifth	150	137	137
Sixth	124	177	134
Ungraded Elementary	34	26	33
Seventh	152	129	162
Eighth	156	159	131
Ninth	173	176	186
Tenth	131	142	135
Eleventh	113	117	118
Twelfth	110	111	116
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1786	1817	1754

## 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	26	1.5%	16	0.9%	24	1.4%
Black (Not Hispanic)	238	13.3%	240	13.2%	206	11.7%
Hispanic	112	6.3%	117	6.4%	113	6.4%
White (Not Hispanic)	1410	78.9%	1444	79.5%	1411	80.4%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	20	19
Common Branch	23	20	20
English Grade 8	18	18	17
Mathematics Grade 8	16	16	15
Science Grade 8	21	20	17
Social Studies Grade 8	20	17	18
English Grade 10	20	22	21
Mathematics Grade 10	19	24	22
Science Grade 10	17	23	18
Social Studies Grade 10	22	21	16

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	14	0.8%	14	0.8%	9	0.5%
Eligible for Free Lunch	413	23.1%	606	33.4%	781	44.5%

### 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		93.1%		96.3%		95.2%
Student Suspensions	150	8.6%	176	9.9%	200	11.0%

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

	2002-03	2003-04	2004-05
Reduced Lunch	6.7%	9.7%	14.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	157
Total Other Professional Staff	16
Total Paraprofessionals	54
Teaching Out of Certification*	4

\*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
<b>General-Education Students</b>	Total Graduates*	86	94	94
	Regents Diplomas	50	65	85
	% Regents Diplomas	58%	69%	90%
	Regents Diplomas with Advanced Designation**			32
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	7	3	2
	Regents Diplomas	0	2	0
	% Regents Diplomas	0%	67%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	6	7	10
<b>All Students</b>	Total Graduates*	93	97	96
	Regents Diplomas	50	67	85
	% Regents Diplomas	54%	69%	89%
	Regents Diplomas with Advanced Designation**			32
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	6	7	10

\* 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
<b>General-Education Students</b>	<b>Number</b>	40	39	2	4	7	0	1	1
	<b>Percent</b>	43%	41%	2%	4%	7%	0%	1%	1%
<b>Students with Disabilities</b>	<b>Number</b>	0	1	0	0	0	0	1	0
	<b>Percent</b>	0%	50%	0%	0%	0%	0%	50%	0%
<b>All Students</b>	<b>Number</b>	40	40	2	4	7	0	2	1
	<b>Percent</b>	42%	42%	2%	4%	7%	0%	2%	1%

## 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.
<b>General-Education Students</b>	Dropped Out	24		16	3.3%	14	2.9%
	Entered GED Program*	18		5	1.0%	14	2.9%
	Total Noncompleters	42		21	4.3%	28	5.8%
<b>Students with Disabilities</b>	Dropped Out	10		2	2.4%	6	7.3%
	Entered GED Program*	3		2	2.4%	4	4.9%
	Total Noncompleters	13		4	4.9%	10	12.2%
<b>All Students</b>	Dropped Out	34	6.5%	18	3.2%	20	3.5%
	Entered GED Program*	21	4.0%	7	1.2%	18	3.2%
	Total Noncompleters	55	10.4%	25	4.4%	38	6.7%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	462	456	478
	Number of Students with Disabilities	65	90	77
	Number of All Students	527	546	555
	Percent of Enrollment	100%	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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	16	88%	11	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	28	100%	27	100%	26	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	0	0%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	0	0%
Science	17	41%	4	#	16	44%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	8	25%
U.S. Hist & Gov't	0	0%	2	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	106	109	122	8	5	20
Number Scoring 55-100	102	107	100	7	5	8
Number Scoring 65-100	98	95	77	7	2	5
Number Scoring 85-100	45	43	23	0	0	0
Percentage of Tested Scoring 55-100	96%	98%	82%	88%	100%	40%
Percentage of Tested Scoring 65-100	92%	87%	63%	88%	40%	25%
Percentage of Tested Scoring 85-100	42%	39%	19%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	130	118	140	11	4	21
Number Scoring 55-100	113	116	129	7	#	12
Number Scoring 65-100	100	111	123	6	#	10
Number Scoring 85-100	25	32	44	1	#	1
Percentage of Tested Scoring 55-100	87%	98%	92%	64%	#	57%
Percentage of Tested Scoring 65-100	77%	94%	88%	55%	#	48%
Percentage of Tested Scoring 85-100	19%	27%	31%	9%	#	5%
<b>Mathematics B</b>						
Number Tested	46	64	54	0	0	0
Number Scoring 55-100	34	57	34	0	0	0
Number Scoring 65-100	28	43	26	0	0	0
Number Scoring 85-100	3	7	1	0	0	0
Percentage of Tested Scoring 55-100	74%	89%	63%	0%	0%	0%
Percentage of Tested Scoring 65-100	61%	67%	48%	0%	0%	0%
Percentage of Tested Scoring 85-100	7%	11%	2%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	108	125	133	1	16	14
Number Scoring 55-100	103	115	114	#	11	8
Number Scoring 65-100	98	104	92	#	9	5
Number Scoring 85-100	40	33	29	#	3	0
Percentage of Tested Scoring 55-100	95%	92%	86%	#	69%	57%
Percentage of Tested Scoring 65-100	91%	83%	69%	#	56%	36%
Percentage of Tested Scoring 85-100	37%	26%	22%	#	19%	0%
<b>U.S. History and Government</b>						
Number Tested	108	100	116	8	6	15
Number Scoring 55-100	106	100	105	7	6	10
Number Scoring 65-100	106	99	99	7	5	9
Number Scoring 85-100	61	57	51	4	1	2
Percentage of Tested Scoring 55-100	98%	100%	91%	88%	100%	67%
Percentage of Tested Scoring 65-100	98%	99%	85%	88%	83%	60%
Percentage of Tested Scoring 85-100	56%	57%	44%	50%	17%	13%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	114	111	137	13	8	17
Number Scoring 55-100	108	110	120	10	7	10
Number Scoring 65-100	99	106	112	5	5	10
Number Scoring 85-100	26	26	33	1	0	2
Percentage of Tested Scoring 55-100	95%	99%	88%	77%	88%	59%
Percentage of Tested Scoring 65-100	87%	95%	82%	38%	62%	59%
Percentage of Tested Scoring 85-100	23%	23%	24%	8%	0%	12%
<b>Physical Setting/Earth Science</b>						
Number Tested	122	121	138	13	13	15
Number Scoring 55-100	112	111	120	8	9	5
Number Scoring 65-100	106	97	109	8	6	4
Number Scoring 85-100	41	39	52	1	0	1
Percentage of Tested Scoring 55-100	92%	92%	87%	62%	69%	33%
Percentage of Tested Scoring 65-100	87%	80%	79%	62%	46%	27%
Percentage of Tested Scoring 85-100	34%	32%	38%	8%	0%	7%
<b>Physical Setting/Chemistry</b>						
Number Tested	40	64	50	1	0	0
Number Scoring 55-100	40	61	47	#	0	0
Number Scoring 65-100	34	48	37	#	0	0
Number Scoring 85-100	4	4	10	#	0	0
Percentage of Tested Scoring 55-100	100%	95%	94%	#	0%	0%
Percentage of Tested Scoring 65-100	85%	75%	74%	#	0%	0%
Percentage of Tested Scoring 85-100	10%	6%	20%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		6	12		0	0
Number Scoring 55-100		6	10		0	0
Number Scoring 65-100		6	8		0	0
Number Scoring 85-100		1	0		0	0
Percentage of Tested Scoring 55-100		100%	83%		0%	0%
Percentage of Tested Scoring 65-100		100%	67%		0%	0%
Percentage of Tested Scoring 85-100		17%	0%		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
<b>Comprehensive French</b>						
Number Tested	10	10	16	0	0	0
Number Scoring 55-100	10	10	16	0	0	0
Number Scoring 65-100	10	10	16	0	0	0
Number Scoring 85-100	10	8	5	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	100%	80%	31%	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	32	28	42	0	1	0
Number Scoring 55-100	32	28	42	0	#	0
Number Scoring 65-100	32	27	42	0	#	0
Number Scoring 85-100	29	20	22	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	96%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	91%	71%	52%	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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	131	5%	5%	68%	22%
	Students with Disabilities	17	59%	6%	35%	0%
	All Students	148	11%	5%	64%	20%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	111	2%	30%	59%	10%
	Students with Disabilities	15	20%	60%	20%	0%
	All Students	126	4%	33%	54%	9%

(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
<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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	95	95	95	20	20	20	115	115	115
Number Scoring 55–64	2	0	0	1	1	6	3	1	6
Number Scoring 65–84	52	37	52	4	4	4	56	41	56
Number Scoring 85–100	39	54	41	1	1	0	40	55	41
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		1	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		1	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		4	3		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		4	3		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	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 - L)