

New York State School Report Card Comprehensive Information Report

BEDS Code: 19-03-01-04-0003
 Name: Cairo-Durham High School
 Principal: William Toussaint

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	177	175	172
Tenth	138	144	161
Eleventh	107	108	122
Twelfth	108	106	102
Ungraded Secondary	0	0	7
Total K-12 Enrollment	530	533	564

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	6	1.1%	4	0.8%	5	0.9%
Black (Not Hispanic)	1	0.2%	1	0.2%	1	0.2%
Hispanic	14	2.6%	11	2.1%	13	2.3%
White (Not Hispanic)	509	96.0%	517	97.0%	545	96.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	32	0	0
Social Studies Grade 8	22	0	21
English Grade 10	24	18	15
Mathematics Grade 10	21	16	22
Science Grade 10	29	0	18
Social Studies Grade 10	28	25	23

(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
50	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 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	5	0.9%	4	0.7%	1	0.2%
Eligible for Free Lunch	93	17.5%	89	16.7%	82	14.5%

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		92.6%		93.8%		93.1%
Student Suspensions	47	9.8%	24	4.5%	29	5.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.8%	8.1%	6.4%
Public Assistance	31-40%	31-40%	41-50%
Student Stability	76%	98%	97%

Staff Counts

Staff	2002–2003
Total Teachers	42
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	7
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	61	50	82%	66	40	61%	74	43	58%
Students with Disabilities	12	3	25%	8	1	12%	9	3	33%
All Students	73	53	73%	74	41	55%	83	46	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	35	36	0	4	5	3
Percent	42%	43%	0%	5%	6%	4%

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)
9	3	0	9

*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			2		20	
	Entered GED Program*			17		2	
	Total Noncompleters			19		22	
Students with Disabilities	Dropped Out			0		13	
	Entered GED Program*			1		1	
	Total Noncompleters			1		14	
All Students	Dropped Out	2	0.4%	2	0.4%	33	5.9%
	Entered GED Program*	11	2.1%	18	3.4%	3	0.5%
	Total Noncompleters	13	2.5%	20	3.8%	36	6.4%

*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		441	465
	Number of Students with Disabilities		75	92
	Number of All Students		516	557
	Percent of Enrollment		97%	99%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	9	100%	36	53%	19	47%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	16	100%	76	75%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	2	#	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%	0	0%
Science	0	0%	0	0%	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	3	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	3	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	0	0%	4	#
U.S. Hist & Gov't	0	0%	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	114	109	108	18	13	12
Number Scoring 55–100	105	107	95	17	12	7
Number Scoring 65–100	77	85	81	11	6	3
Number Scoring 85–100	4	27	23	0	0	0
Percentage of Tested Scoring 55–100	92%	98%	88%	94%	92%	58%
Percentage of Tested Scoring 65–100	68%	78%	75%	61%	46%	25%
Percentage of Tested Scoring 85–100	4%	25%	21%	0%	0%	0%
Mathematics A						
Number Tested	127	126	137	11	10	11
Number Scoring 55–100	98	73	123	5	9	8
Number Scoring 65–100	65	49	85	4	7	3
Number Scoring 85–100	5	12	6	0	2	0
Percentage of Tested Scoring 55–100	77%	58%	90%	45%	90%	73%
Percentage of Tested Scoring 65–100	51%	39%	62%	36%	70%	27%
Percentage of Tested Scoring 85–100	4%	10%	4%	0%	20%	0%
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	106	114	142	15	9	13
Number Scoring 55–100	105	111	135	15	9	13
Number Scoring 65–100	95	104	122	15	6	10
Number Scoring 85–100	30	26	35	1	0	0
Percentage of Tested Scoring 55–100	99%	97%	95%	100%	100%	100%
Percentage of Tested Scoring 65–100	90%	91%	86%	100%	67%	77%
Percentage of Tested Scoring 85–100	28%	23%	25%	7%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	97	91	106	12	10	9
Number Scoring 55–100	88	87	104	11	9	8
Number Scoring 65–100	78	75	96	7	7	6
Number Scoring 85–100	30	22	45	3	1	1
Percentage of Tested Scoring 55–100	91%	96%	98%	92%	90%	89%
Percentage of Tested Scoring 65–100	80%	82%	91%	58%	70%	67%
Percentage of Tested Scoring 85–100	31%	24%	42%	25%	10%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	101	81	90	11	11	9
Number Scoring 55–100	101	81	90	11	11	9
Number Scoring 65–100	99	81	86	11	11	8
Number Scoring 85–100	19	16	18	0	1	0
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	100%	96%	100%	100%	89%
Percentage of Tested Scoring 85–100	19%	20%	20%	0%	9%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	121	110	162	10	11	14
Number Scoring 55–100	111	101	140	10	11	10
Number Scoring 65–100	87	87	104	6	11	8
Number Scoring 85–100	25	13	26	0	0	0
Percentage of Tested Scoring 55–100	92%	92%	86%	100%	100%	71%
Percentage of Tested Scoring 65–100	72%	79%	64%	60%	100%	57%
Percentage of Tested Scoring 85–100	21%	12%	16%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		95	98		5	3
Number Scoring 55–100		87	88		4	#
Number Scoring 65–100		57	57		3	#
Number Scoring 85–100		1	2		0	#
Percentage of Tested Scoring 55–100		92%	90%		80%	#
Percentage of Tested Scoring 65–100		60%	58%		60%	#
Percentage of Tested Scoring 85–100		1%	2%		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	19	14	14	0	2	0
Number Scoring 55–100	19	10	14	0	#	0
Number Scoring 65–100	18	6	13	0	#	0
Number Scoring 85–100	6	0	5	0	#	0
Percentage of Tested Scoring 55–100	100%	71%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	95%	43%	93%	0%	#	0%
Percentage of Tested Scoring 85–100	32%	0%	36%	0%	#	0%
Comprehensive Italian						
Number Tested	0	1	1	0	0	0
Number Scoring 55–100	0	#	#	0	0	0
Number Scoring 65–100	0	#	#	0	0	0
Number Scoring 85–100	0	#	#	0	0	0
Percentage of Tested Scoring 55–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	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	26	32	36	0	0	1
Number Scoring 55–100	26	32	36	0	0	#
Number Scoring 65–100	25	29	34	0	0	#
Number Scoring 85–100	22	20	23	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	96%	91%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	85%	62%	64%	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	96	128	42	13	9	2
Number Scoring 55–100	71	76	24	10	5	#
Number Scoring 65–100	56	49	15	7	2	#
Number Scoring 85–100	22	7	3	0	0	#
Percentage of Tested Scoring 55–100	74%	59%	57%	77%	56%	#
Percentage of Tested Scoring 65–100	58%	38%	36%	54%	22%	#
Percentage of Tested Scoring 85–100	23%	5%	7%	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	51	65	89	2	6	5
Number Scoring 55–100	40	51	65	#	4	3
Number Scoring 65–100	34	45	48	#	3	2
Number Scoring 85–100	9	22	10	#	1	1
Percentage of Tested Scoring 55–100	78%	78%	73%	#	67%	60%
Percentage of Tested Scoring 65–100	67%	69%	54%	#	50%	40%
Percentage of Tested Scoring 85–100	18%	34%	11%	#	17%	20%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	58	95%	54	96%	61	98%
Students with Disabilities	10	90%	7	100%	6	83%

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	83	83	83	15	15	15	98	98	98
Number Scoring 55–64	4	9	3	0	3	0	4	12	3
Number Scoring 65–84	43	44	59	11	6	12	54	50	71
Number Scoring 85–100	27	25	19	1	1	1	28	26	20
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)