

New York State School Report Card Comprehensive Information Report

BEDS Code: 19-04-01-06-0003
 Name: Catskill Senior High School
 Principal: Donald Finelli

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	163	165	173
Tenth	133	133	131
Eleventh	94	114	113
Twelfth	122	93	110
Ungraded Secondary	0	0	0
Total K-12 Enrollment	512	505	527

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	9	1.8%	8	1.6%	8	1.5%
Black (Not Hispanic)	36	7.0%	39	7.7%	49	9.3%
Hispanic	17	3.3%	27	5.3%	27	5.1%
White (Not Hispanic)	450	87.9%	431	85.3%	443	84.1%

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	20	23	20
Mathematics Grade 10	22	0	19
Science Grade 10	15	15	17
Social Studies Grade 10	21	21	22

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.8%	4	0.8%	7	1.3%
Eligible for Free Lunch	107	20.9%	133	26.3%	92	17.5%

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		93.3%		94.5%		93.0%
Student Suspensions	37	7.4%	18	3.5%	27	5.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.8%	7.3%	7.6%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	48
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	4
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	100	52	52%	73	36	49%	86	50	58%
Students with Disabilities	3	0	0%	6	0	0%	7	0	0%
All Students	103	52	50%	79	36	46%	93	50	54%

*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	32	42	0	1	6	12
Percent	34%	45%	0%	1%	6%	13%

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)
7	0	6	13

*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			10		24	
	Entered GED Program*			11		18	
	Total Noncompleters			21		42	
Students with Disabilities	Dropped Out			9		9	
	Entered GED Program*			1		2	
	Total Noncompleters			10		11	
All Students	Dropped Out	29	5.7%	19	3.8%	33	6.3%
	Entered GED Program*	15	2.9%	12	2.4%	20	3.8%
	Total Noncompleters	44	8.6%	31	6.1%	53	10.1%

*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	462
	Number of Students with Disabilities		0	65
	Number of All Students		0	527
	Percent of Enrollment		0%	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%	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%	2	#

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	1	#	0	0%	1	#
Science	0	0%	1	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	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	1	#	1	#	3	#
Science	0	0%	13	23%	17	41%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	95	110	106	7	12	8
Number Scoring 55–100	89	104	102	5	9	7
Number Scoring 65–100	73	92	98	2	7	7
Number Scoring 85–100	12	29	45	0	0	0
Percentage of Tested Scoring 55–100	94%	95%	96%	71%	75%	88%
Percentage of Tested Scoring 65–100	77%	84%	92%	29%	58%	88%
Percentage of Tested Scoring 85–100	13%	26%	42%	0%	0%	0%
Mathematics A						
Number Tested	0	94	130	0	6	11
Number Scoring 55–100	0	90	113	0	5	7
Number Scoring 65–100	0	81	100	0	4	6
Number Scoring 85–100	0	30	25	0	0	1
Percentage of Tested Scoring 55–100	0%	96%	87%	0%	83%	64%
Percentage of Tested Scoring 65–100	0%	86%	77%	0%	67%	55%
Percentage of Tested Scoring 85–100	0%	32%	19%	0%	0%	9%
Mathematics B (first administered June 2001)						
Number Tested	0	0	46	0	0	0
Number Scoring 55–100	0	0	34	0	0	0
Number Scoring 65–100	0	0	28	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	74%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	61%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	7%	0%	0%	0%
Global History and Geography						
Number Tested	114	111	107	10	9	1
Number Scoring 55–100	114	103	102	10	6	#
Number Scoring 65–100	110	98	97	10	6	#
Number Scoring 85–100	50	41	40	1	3	#
Percentage of Tested Scoring 55–100	100%	93%	95%	100%	67%	#
Percentage of Tested Scoring 65–100	96%	88%	91%	100%	67%	#
Percentage of Tested Scoring 85–100	44%	37%	37%	10%	33%	#
U.S. History and Government (first administered June 2001)						
Number Tested	74	104	108	7	8	8
Number Scoring 55–100	72	103	106	6	8	7
Number Scoring 65–100	67	100	106	4	7	7
Number Scoring 85–100	25	40	61	0	0	4
Percentage of Tested Scoring 55–100	97%	99%	98%	86%	100%	88%
Percentage of Tested Scoring 65–100	91%	96%	98%	57%	88%	88%
Percentage of Tested Scoring 85–100	34%	38%	56%	0%	0%	50%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	84	69	111	2	1	13
Number Scoring 55–100	84	69	105	#	#	10
Number Scoring 65–100	84	68	96	#	#	5
Number Scoring 85–100	21	29	25	#	#	1
Percentage of Tested Scoring 55–100	100%	100%	95%	#	#	77%
Percentage of Tested Scoring 65–100	100%	99%	86%	#	#	38%
Percentage of Tested Scoring 85–100	25%	42%	23%	#	#	8%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	85	105	122	5	7	13
Number Scoring 55–100	83	102	112	4	5	8
Number Scoring 65–100	79	92	106	3	1	8
Number Scoring 85–100	44	40	41	1	1	1
Percentage of Tested Scoring 55–100	98%	97%	92%	80%	71%	62%
Percentage of Tested Scoring 65–100	93%	88%	87%	60%	14%	62%
Percentage of Tested Scoring 85–100	52%	38%	34%	20%	14%	8%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		51	40		0	1
Number Scoring 55–100		50	40		0	#
Number Scoring 65–100		40	34		0	#
Number Scoring 85–100		8	4		0	#
Percentage of Tested Scoring 55–100		98%	100%		0%	#
Percentage of Tested Scoring 65–100		78%	85%		0%	#
Percentage of Tested Scoring 85–100		16%	10%		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	17	10	0	0	0
Number Scoring 55–100	13	17	10	0	0	0
Number Scoring 65–100	13	17	10	0	0	0
Number Scoring 85–100	4	6	10	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	31%	35%	100%	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	36	36	32	0	0	0
Number Scoring 55–100	35	36	32	0	0	0
Number Scoring 65–100	33	36	32	0	0	0
Number Scoring 85–100	17	17	29	0	0	0
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	47%	91%	0%	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	88	5	1	3	0	0
Number Scoring 55–100	81	3	#	#	0	0
Number Scoring 65–100	72	3	#	#	0	0
Number Scoring 85–100	27	0	#	#	0	0
Percentage of Tested Scoring 55–100	92%	60%	#	#	0%	0%
Percentage of Tested Scoring 65–100	82%	60%	#	#	0%	0%
Percentage of Tested Scoring 85–100	31%	0%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	67	66	2	0	0	0
Number Scoring 55–100	51	57	#	0	0	0
Number Scoring 65–100	39	53	#	0	0	0
Number Scoring 85–100	17	21	#	0	0	0
Percentage of Tested Scoring 55–100	76%	86%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	58%	80%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	32%	#	0%	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	68	100%	64	100%	72	96%
Students with Disabilities	7	71%	6	83%	6	100%

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	100	100	100	16	16	16	116	116	116
Number Scoring 55–64	2	1	2	0	1	0	2	2	2
Number Scoring 65–84	36	50	48	8	6	6	44	56	54
Number Scoring 85–100	47	40	42	1	1	0	48	41	42
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)