

New York State School Report Card Comprehensive Information Report

BEDS Code: 10-10-01-04-0002
 Name: Chatham High School
 Principal: Ronald Davis

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	126	133	152
Tenth	138	118	133
Eleventh	95	122	115
Twelfth	105	104	120
Ungraded Secondary	0	0	0
Total K-12 Enrollment	464	477	520

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	7	1.5%	7	1.5%	6	1.2%
Black (Not Hispanic)	8	1.7%	12	2.5%	22	4.2%
Hispanic	4	0.9%	8	1.7%	8	1.5%
White (Not Hispanic)	445	95.9%	450	94.3%	484	93.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	19	20	19
Mathematics Grade 10	17	15	20
Science Grade 10	18	26	25
Social Studies Grade 10	20	20	27

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.2%	5	1.1%	2	0.4%
Eligible for Free Lunch	38	8.2%	79	16.6%	73	14.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.6%		93.3%		93.0%
Student Suspensions	11	2.4%	11	2.4%	12	2.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.4%	8.2%	6.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	99%	98%

Staff Counts

Staff	2003-04
Total Teachers	35
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	87	62	71%	79	51	65%	100	71	71%
Students with Disabilities	12	0	0%	16	5	31%	16	3	19%
All Students	99	62	63%	95	56	59%	116	74	64%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	52	39	3	1	20	1
Percent	45%	34%	3%	1%	17%	1%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
16	3	0	16

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		6		7	1.6%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		6		7	1.6%
Students with Disabilities	Dropped Out	0		7		2	2.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		7		2	2.5%
All Students	Dropped Out	0	0.0%	13	2.7%	9	1.8%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	13	2.7%	9	1.8%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	464	0	436
	Number of Students with Disabilities	0	77	84
	Number of All Students	464	77	520
	Percent of Enrollment	100%	16%	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 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	60%	6	83%	0	0%
Science	6	67%	5	80%	1	#
Reading	2	#	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	6	67%	6	83%	2	#
U.S. Hist & Gov't	5	100%	1	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	67%	14	71%	24	71%
Science	9	56%	10	50%	22	73%
Reading	3	#	10	90%	15	73%
Writing	3	#	8	100%	15	67%
Global Studies	9	67%	10	50%	8	63%
U.S. Hist & Gov't	3	#	4	#	6	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	101	122	124	15	15	24
Number Scoring 55-100	94	112	109	12	10	12
Number Scoring 65-100	84	102	104	9	6	9
Number Scoring 85-100	43	46	52	1	1	0
Percentage of Tested Scoring 55-100	93%	92%	88%	80%	67%	50%
Percentage of Tested Scoring 65-100	83%	84%	84%	60%	40%	38%
Percentage of Tested Scoring 85-100	43%	38%	42%	7%	7%	0%
Mathematics A						
Number Tested	16	116	132	8	12	23
Number Scoring 55-100	4	85	123	1	5	17
Number Scoring 65-100	4	70	109	1	4	11
Number Scoring 85-100	0	6	19	0	0	2
Percentage of Tested Scoring 55-100	25%	73%	93%	12%	42%	74%
Percentage of Tested Scoring 65-100	25%	60%	83%	12%	33%	48%
Percentage of Tested Scoring 85-100	0%	5%	14%	0%	0%	9%
Mathematics B						
Number Tested	0	14	56	0	0	0
Number Scoring 55-100	0	14	47	0	0	0
Number Scoring 65-100	0	14	37	0	0	0
Number Scoring 85-100	0	5	14	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	84%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	66%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	36%	25%	0%	0%	0%
Global History and Geography						
Number Tested	125	133	148	17	9	27
Number Scoring 55-100	117	116	138	14	4	23
Number Scoring 65-100	99	94	109	11	0	8
Number Scoring 85-100	32	45	47	1	0	1
Percentage of Tested Scoring 55-100	94%	87%	93%	82%	44%	85%
Percentage of Tested Scoring 65-100	79%	71%	74%	65%	0%	30%
Percentage of Tested Scoring 85-100	26%	34%	32%	6%	0%	4%
U.S. History and Government						
Number Tested	102	123	108	16	18	19
Number Scoring 55-100	95	120	100	15	15	14
Number Scoring 65-100	73	111	86	10	12	8
Number Scoring 85-100	31	68	39	1	3	0
Percentage of Tested Scoring 55-100	93%	98%	93%	94%	83%	74%
Percentage of Tested Scoring 65-100	72%	90%	80%	62%	67%	42%
Percentage of Tested Scoring 85-100	30%	55%	36%	6%	17%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	118	99	142	16	7	27
Number Scoring 55-100	117	98	141	15	7	26
Number Scoring 65-100	113	87	127	14	6	19
Number Scoring 85-100	34	26	36	0	0	1
Percentage of Tested Scoring 55-100	99%	99%	99%	94%	100%	96%
Percentage of Tested Scoring 65-100	96%	88%	89%	88%	86%	70%
Percentage of Tested Scoring 85-100	29%	26%	25%	0%	0%	4%
Physical Setting/Earth Science						
Number Tested	91	126	124	5	11	12
Number Scoring 55-100	88	117	108	4	9	8
Number Scoring 65-100	75	95	85	2	5	4
Number Scoring 85-100	30	33	21	0	0	1
Percentage of Tested Scoring 55-100	97%	93%	87%	80%	82%	67%
Percentage of Tested Scoring 65-100	82%	75%	69%	40%	45%	33%
Percentage of Tested Scoring 85-100	33%	26%	17%	0%	0%	8%
Physical Setting/Chemistry						
Number Tested	62	70	51	4	4	1
Number Scoring 55-100	58	59	44	#	#	#
Number Scoring 65-100	43	36	27	#	#	#
Number Scoring 85-100	4	6	2	#	#	#
Percentage of Tested Scoring 55-100	94%	84%	86%	#	#	#
Percentage of Tested Scoring 65-100	69%	51%	53%	#	#	#
Percentage of Tested Scoring 85-100	6%	9%	4%	#	#	#
Physical Setting/Physics						
Number Tested			32			1
Number Scoring 55-100			25			#
Number Scoring 65-100			19			#
Number Scoring 85-100			3			#
Percentage of Tested Scoring 55-100			78%			#
Percentage of Tested Scoring 65-100			59%			#
Percentage of Tested Scoring 85-100			9%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	41	24	18	0	0	1
Number Scoring 55-100	41	24	18	0	0	#
Number Scoring 65-100	41	24	18	0	0	#
Number Scoring 85-100	22	20	13	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	54%	83%	72%	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	66	1	0	1
Number Scoring 55-100	36	36	65	#	0	#
Number Scoring 65-100	36	34	63	#	0	#
Number Scoring 85-100	19	22	32	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	98%	#	0%	#
Percentage of Tested Scoring 65-100	100%	94%	95%	#	0%	#
Percentage of Tested Scoring 85-100	53%	61%	48%	#	0%	#
Comprehensive Latin						
Number Tested	7	0	0	0	0	0
Number Scoring 55-100	7	0	0	0	0	0
Number Scoring 65-100	6	0	0	0	0	0
Number Scoring 85-100	2	0	0	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	86%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	29%	0%	0%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	79	52	5	5	4	0
Number Scoring 55-100	64	35	4	4	#	0
Number Scoring 65-100	54	29	2	3	#	0
Number Scoring 85-100	34	8	0	2	#	0
Percentage of Tested Scoring 55-100	81%	67%	80%	80%	#	0%
Percentage of Tested Scoring 65-100	68%	56%	40%	60%	#	0%
Percentage of Tested Scoring 85-100	43%	15%	0%	40%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	33	100%	40	83%	28	93%
Students with Disabilities	15	100%	10	90%	16	56%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	108	108	108	23	23	23	131	131	131
Number Scoring 55–64	7	5	3	3	3	2	10	8	5
Number Scoring 65–84	50	30	57	7	8	14	57	38	71
Number Scoring 85–100	46	65	45	4	3	2	50	68	47
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)