

New York State School Report Card Comprehensive Information Report

BEDS Code: 10-10-01-04-0002

Grade Range : 9-12

Name: Chatham High School

Principal: Ronald Davis

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	148	126	133
Tenth	110	138	118
Eleventh	112	95	122
Twelfth	87	105	104
Ungraded Secondary	0	0	0
Total K-12 Enrollment	457	464	477

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	4	0.9%	7	1.5%	7	1.5%
Black (Not Hispanic)	11	2.4%	8	1.7%	12	2.5%
Hispanic	1	0.2%	4	0.9%	8	1.7%
White (Not Hispanic)	441	96.5%	445	95.9%	450	94.3%

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	15	19	20
Mathematics Grade 10	20	17	15
Science Grade 10	19	18	26
Social Studies Grade 10	19	20	20

(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
51	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 higher 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	0	0.0%	1	0.2%	5	1.1%
Eligible for Free Lunch	110	24.1%	38	8.2%	79	16.6%

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		92.5%		92.6%		93.3%
Student Suspensions	13	2.8%	11	2.4%	11	2.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.8%	5.4%	8.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	98%	99%

Staff Counts

Staff	2002–2003
Total Teachers	34
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	68	49	72%	87	62	71%	79	51	65%
Students with Disabilities	9	1	11%	12	0	0%	16	5	31%
All Students	77	50	65%	99	62	63%	95	56	59%

*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	33	47	0	3	12	0
Percent	35%	49%	0%	3%	13%	0%

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)
16	5	1	17

*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			0		6	
	Entered GED Program*			0		0	
	Total Noncompleters			0		6	
Students with Disabilities	Dropped Out			0		7	
	Entered GED Program*			0		0	
	Total Noncompleters			0		7	
All Students	Dropped Out	15	3.3%	0	0.0%	13	2.7%
	Entered GED Program*	7	1.5%	0	0.0%	0	0.0%
	Total Noncompleters	22	4.8%	0	0.0%	13	2.7%

*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		464	0
	Number of Students with Disabilities		0	77
	Number of All Students		464	77
	Percent of Enrollment		100%	16%

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%	2	#	0	0%

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%	1	#	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	#	10	60%	6	83%
Science	2	#	6	67%	5	80%
Reading	0	0%	2	#	1	#
Writing	0	0%	0	0%	1	#
Global Studies	3	#	6	67%	6	83%
U.S. Hist & Gov't	4	#	5	100%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	50%	12	67%	14	71%
Science	0	0%	9	56%	10	50%
Reading	2	#	3	#	10	90%
Writing	0	0%	3	#	8	100%
Global Studies	4	#	9	67%	10	50%
U.S. Hist & Gov't	2	#	3	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	107	101	122	13	15	15
Number Scoring 55–100	104	94	112	10	12	10
Number Scoring 65–100	96	84	102	6	9	6
Number Scoring 85–100	47	43	46	0	1	1
Percentage of Tested Scoring 55–100	97%	93%	92%	77%	80%	67%
Percentage of Tested Scoring 65–100	90%	83%	84%	46%	60%	40%
Percentage of Tested Scoring 85–100	44%	43%	38%	0%	7%	7%
Mathematics A						
Number Tested	16	16	116	0	8	12
Number Scoring 55–100	16	4	85	0	1	5
Number Scoring 65–100	16	4	70	0	1	4
Number Scoring 85–100	8	0	6	0	0	0
Percentage of Tested Scoring 55–100	100%	25%	73%	0%	12%	42%
Percentage of Tested Scoring 65–100	100%	25%	60%	0%	12%	33%
Percentage of Tested Scoring 85–100	50%	0%	5%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	14	0	0	0
Number Scoring 55–100	0	0	14	0	0	0
Number Scoring 65–100	0	0	14	0	0	0
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	36%	0%	0%	0%
Global History and Geography						
Number Tested	104	125	133	16	17	9
Number Scoring 55–100	102	117	116	15	14	4
Number Scoring 65–100	96	99	94	12	11	0
Number Scoring 85–100	36	32	45	1	1	0
Percentage of Tested Scoring 55–100	98%	94%	87%	94%	82%	44%
Percentage of Tested Scoring 65–100	92%	79%	71%	75%	65%	0%
Percentage of Tested Scoring 85–100	35%	26%	34%	6%	6%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	94	102	123	11	16	18
Number Scoring 55–100	88	95	120	8	15	15
Number Scoring 65–100	74	73	111	7	10	12
Number Scoring 85–100	33	31	68	1	1	3
Percentage of Tested Scoring 55–100	94%	93%	98%	73%	94%	83%
Percentage of Tested Scoring 65–100	79%	72%	90%	64%	62%	67%
Percentage of Tested Scoring 85–100	35%	30%	55%	9%	6%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	99	118	99	15	16	7
Number Scoring 55–100	98	117	98	14	15	7
Number Scoring 65–100	91	113	87	11	14	6
Number Scoring 85–100	35	34	26	0	0	0
Percentage of Tested Scoring 55–100	99%	99%	99%	93%	94%	100%
Percentage of Tested Scoring 65–100	92%	96%	88%	73%	88%	86%
Percentage of Tested Scoring 85–100	35%	29%	26%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	107	91	126	13	5	11
Number Scoring 55–100	99	88	117	10	4	9
Number Scoring 65–100	84	75	95	8	2	5
Number Scoring 85–100	30	30	33	4	0	0
Percentage of Tested Scoring 55–100	93%	97%	93%	77%	80%	82%
Percentage of Tested Scoring 65–100	79%	82%	75%	62%	40%	45%
Percentage of Tested Scoring 85–100	28%	33%	26%	31%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		62	70		4	4
Number Scoring 55–100		58	59		#	#
Number Scoring 65–100		43	36		#	#
Number Scoring 85–100		4	6		#	#
Percentage of Tested Scoring 55–100		94%	84%		#	#
Percentage of Tested Scoring 65–100		69%	51%		#	#
Percentage of Tested Scoring 85–100		6%	9%		#	#
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	32	41	24	0	0	0
Number Scoring 55–100	32	41	24	0	0	0
Number Scoring 65–100	31	41	24	0	0	0
Number Scoring 85–100	23	22	20	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	72%	54%	83%	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	45	36	36	0	1	0
Number Scoring 55–100	45	36	36	0	#	0
Number Scoring 65–100	45	36	34	0	#	0
Number Scoring 85–100	32	19	22	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	94%	0%	#	0%
Percentage of Tested Scoring 85–100	71%	53%	61%	0%	#	0%
Comprehensive Latin						
Number Tested	0	7	0	0	0	0
Number Scoring 55–100	0	7	0	0	0	0
Number Scoring 65–100	0	6	0	0	0	0
Number Scoring 85–100	0	2	0	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	86%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	29%	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	106	94	47	6	11	6
Number Scoring 55–100	95	40	22	6	0	3
Number Scoring 65–100	86	26	19	6	0	3
Number Scoring 85–100	43	7	8	1	0	1
Percentage of Tested Scoring 55–100	90%	43%	47%	100%	0%	50%
Percentage of Tested Scoring 65–100	81%	28%	40%	100%	0%	50%
Percentage of Tested Scoring 85–100	41%	7%	17%	17%	0%	17%
Sequential Mathematics, Course III						
Number Tested	58	79	52	1	5	4
Number Scoring 55–100	52	64	35	#	4	#
Number Scoring 65–100	45	54	29	#	3	#
Number Scoring 85–100	19	34	8	#	2	#
Percentage of Tested Scoring 55–100	90%	81%	67%	#	80%	#
Percentage of Tested Scoring 65–100	78%	68%	56%	#	60%	#
Percentage of Tested Scoring 85–100	33%	43%	15%	#	40%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	5	100%	33	100%	40	83%
Students with Disabilities	4	#	15	100%	10	90%

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	76	76	76	18	18	18	94	94	94
Number Scoring 55–64	3	12	3	2	5	2	5	17	5
Number Scoring 65–84	34	31	40	12	8	10	46	39	50
Number Scoring 85–100	37	28	30	1	1	0	38	29	30
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)