

New York State School Report Card

Comprehensive Information Report

BEDS Code: 16-08-01-04-0002
 Name: Chateaugay High School
 Principal: Paul M. Harrica

Grade Range : 7-12

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	57	61	64
Eighth	56	59	57
Ninth	43	57	58
Tenth	35	41	55
Eleventh	49	35	46
Twelfth	44	44	38
Ungraded Secondary	0	0	0
Total K-12 Enrollment	284	297	318

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	3	1.1%	4	1.3%	2	0.6%
Black (Not Hispanic)	0	0.0%	1	0.3%	0	0.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	281	98.9%	292	98.3%	316	99.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	18	18
Mathematics Grade 8	17	18	17
Science Grade 8	18	18	19
Social Studies Grade 8	17	18	18
English Grade 10	17	21	16
Mathematics Grade 10	20	22	26
Science Grade 10	21	10	15
Social Studies Grade 10	20	24	18

(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
47	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 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	66	23.2%	68	22.9%	72	22.6%

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		95.0%		94.9%		96.7%
Student Suspensions	2	0.7%	4	1.4%	9	3.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	15.5%	11.5%	12.0%
Public Assistance	41-50%	31-40%	31-40%
Student Stability	100%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	23
Total Other Professional Staff	2
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	41	21	51%	35	15	43%	31	16	52%
Students with Disabilities	1	0	0%	4	0	0%	3	0	0%
All Students	42	21	50%	39	15	38%	34	16	47%

*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	8	18	0	2	6	0
Percent	24%	53%	0%	6%	18%	0%

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)
3	0	2	5

*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	7		5		5	2.9%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	7		5		5	2.9%
Students with Disabilities	Dropped Out	0		1		3	8.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		3	8.3%
All Students	Dropped Out	7	4.1%	6	3.4%	8	3.9%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	7	4.1%	6	3.4%	8	3.9%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	21	90%	23	96%	39	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	28	93%	26	100%	15	100%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	1	#	4	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	50%	16	63%	6	83%
Science	10	100%	5	60%	12	67%
Reading	4	#	9	78%	3	#
Writing	4	#	3	#	4	#
Global Studies	4	#	8	75%	3	#
U.S. Hist & Gov't	3	#	4	#	0	0%

(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	44	35	44	6	4	10
Number Scoring 55–100	41	32	41	5	#	7
Number Scoring 65–100	34	30	37	1	#	4
Number Scoring 85–100	14	18	23	0	#	0
Percentage of Tested Scoring 55–100	93%	91%	93%	83%	#	70%
Percentage of Tested Scoring 65–100	77%	86%	84%	17%	#	40%
Percentage of Tested Scoring 85–100	32%	51%	52%	0%	#	0%
Mathematics A						
Number Tested	47	61	64	6	12	3
Number Scoring 55–100	24	50	63	1	7	#
Number Scoring 65–100	21	41	62	1	7	#
Number Scoring 85–100	8	13	21	1	1	#
Percentage of Tested Scoring 55–100	51%	82%	98%	17%	58%	#
Percentage of Tested Scoring 65–100	45%	67%	97%	17%	58%	#
Percentage of Tested Scoring 85–100	17%	21%	33%	17%	8%	#
Mathematics B						
Number Tested	0	0	24	0	0	2
Number Scoring 55–100	0	0	19	0	0	#
Number Scoring 65–100	0	0	15	0	0	#
Number Scoring 85–100	0	0	9	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	79%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	62%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	38%	0%	0%	#
Global History and Geography						
Number Tested	40	47	50	4	10	4
Number Scoring 55–100	34	41	50	#	6	#
Number Scoring 65–100	28	37	44	#	5	#
Number Scoring 85–100	4	13	17	#	0	#
Percentage of Tested Scoring 55–100	85%	87%	100%	#	60%	#
Percentage of Tested Scoring 65–100	70%	79%	88%	#	50%	#
Percentage of Tested Scoring 85–100	10%	28%	34%	#	0%	#
U.S. History and Government						
Number Tested	54	39	41	5	5	9
Number Scoring 55–100	48	36	39	4	3	9
Number Scoring 65–100	36	30	34	3	1	7
Number Scoring 85–100	5	11	15	0	0	1
Percentage of Tested Scoring 55–100	89%	92%	95%	80%	60%	100%
Percentage of Tested Scoring 65–100	67%	77%	83%	60%	20%	78%
Percentage of Tested Scoring 85–100	9%	28%	37%	0%	0%	11%

(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	22	24	52	0	3	11
Number Scoring 55–100	22	24	52	0	#	11
Number Scoring 65–100	22	24	52	0	#	11
Number Scoring 85–100	4	12	18	0	#	1
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	100%
Percentage of Tested Scoring 85–100	18%	50%	35%	0%	#	9%
Physical Setting/Earth Science						
Number Tested	36	52	63	5	12	6
Number Scoring 55–100	35	51	61	5	11	5
Number Scoring 65–100	30	49	57	3	9	4
Number Scoring 85–100	14	16	16	1	2	1
Percentage of Tested Scoring 55–100	97%	98%	97%	100%	92%	83%
Percentage of Tested Scoring 65–100	83%	94%	90%	60%	75%	67%
Percentage of Tested Scoring 85–100	39%	31%	25%	20%	17%	17%
Physical Setting/Chemistry						
Number Tested	17	23	21	0	1	0
Number Scoring 55–100	11	20	19	0	#	0
Number Scoring 65–100	10	12	16	0	#	0
Number Scoring 85–100	0	1	3	0	#	0
Percentage of Tested Scoring 55–100	65%	87%	90%	0%	#	0%
Percentage of Tested Scoring 65–100	59%	52%	76%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	4%	14%	0%	#	0%
Physical Setting/Physics						
Number Tested			6			0
Number Scoring 55–100			6			0
Number Scoring 65–100			4			0
Number Scoring 85–100			0			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			67%			0%
Percentage of Tested Scoring 85–100			0%			0%

* 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	16	10	14	1	0	0
Number Scoring 55–100	16	10	14	#	0	0
Number Scoring 65–100	16	10	14	#	0	0
Number Scoring 85–100	3	5	10	#	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	19%	50%	71%	#	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	10	14	11	0	1	0
Number Scoring 55–100	10	14	11	0	#	0
Number Scoring 65–100	7	13	11	0	#	0
Number Scoring 85–100	5	4	9	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	70%	93%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	50%	29%	82%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	20	16	1	0	1	0
Number Scoring 55–100	18	14	#	0	#	0
Number Scoring 65–100	16	13	#	0	#	0
Number Scoring 85–100	5	3	#	0	#	0
Percentage of Tested Scoring 55–100	90%	88%	#	0%	#	0%
Percentage of Tested Scoring 65–100	80%	81%	#	0%	#	0%
Percentage of Tested Scoring 85–100	25%	19%	#	0%	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	20	90%	25	92%	20	100%
Students with Disabilities	11	100%	8	63%	7	57%

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	56	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	58	3%	34%	53%	9%

(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	33	33	33	6	6	6	39	39	39
Number Scoring 55–64	0	2	4	2	2	2	2	4	6
Number Scoring 65–84	23	16	20	1	1	2	24	17	22
Number Scoring 85–100	5	11	6	0	0	1	5	11	7
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)