

# 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	2002-03	2003-04	2004-05
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	172	191	155
Tenth	161	146	151
Eleventh	122	135	149
Twelfth	102	112	149
Ungraded Secondary	7	11	0
Total K-12 Enrollment	564	595	604

### Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	0.9%	10	1.7%	13	2.2%
Black (Not Hispanic)	1	0.2%	2	0.3%	4	0.7%
Hispanic	13	2.3%	15	2.5%	15	2.5%
White (Not Hispanic)	545	96.6%	568	95.5%	572	94.7%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	19	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	21	25	21
English Grade 10	15	15	20
Mathematics Grade 10	22	20	30
Science Grade 10	18	22	0
Social Studies Grade 10	23	23	25

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.2%	2	0.3%	3	0.5%
<b>Eligible for Free Lunch</b>	82	14.5%	32	5.4%	164	27.2%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		93.1%		93.6%		92.7%
<b>Student Suspensions</b>	29	5.4%	26	4.6%	41	6.9%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	6.4%	10.3%	13.1%
<b>Public Assistance</b>	41-50%	41-50%	31-40%
<b>Student Stability</b>	97%	100%	77%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	43
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	2

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	74	82	91
	Regents Diplomas	43	48	77
	% Regents Diplomas	58%	59%	85%
	Regents Diplomas with Advanced Designation**			34
	% Regents Diplomas with Advanced Designation			37%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	9	5	9
	Regents Diplomas	3	3	5
	% Regents Diplomas	33%	60%	56%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	4	4
All Students	Total Graduates*	83	87	100
	Regents Diplomas	46	51	82
	% Regents Diplomas	55%	59%	82%
	Regents Diplomas with Advanced Designation**			34
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates	0	4	4

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	33	43	0	3	6	4	2	0
	Percent	36%	47%	0%	3%	7%	4%	2%	0%
Students with Disabilities	Number	0	8	0	0	0	0	1	0
	Percent	0%	89%	0%	0%	0%	0%	11%	0%
All Students	Number	33	51	0	3	6	4	3	0
	Percent	33%	51%	0%	3%	6%	4%	3%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	20		16	2.8%	30	7.1%
	Entered GED Program*	2		8	1.4%	5	1.2%
	Total Noncompleters	22		24	4.2%	35	8.3%
Students with Disabilities	Dropped Out	13		11	9.1%	6	6.6%
	Entered GED Program*	1		0	0.0%	1	1.1%
	Total Noncompleters	14		11	9.1%	7	7.7%
All Students	Dropped Out	33	5.9%	27	3.9%	36	7.0%
	Entered GED Program*	3	0.5%	8	1.1%	6	1.2%
	Total Noncompleters	36	6.4%	35	5.0%	42	8.2%

\*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	2002-03	2003-04	2004-05
<b>K-1</b>	0%	0%	0%
<b>2-3</b>	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	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%
<b>6-8</b>	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%
<b>9-12</b>	Number of General-Education Students	465	508	517
	Number of Students with Disabilities	92	87	87
	Number of All Students	557	595	604
	Percent of Enrollment	99%	100%	100%

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	19	47%	3	#	9	78%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	40	58%	15	67%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	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%	6	67%	1	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
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%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	2	#
Science	0	0%	3	#	0	0%
Reading	2	#	1	#	2	#
Writing	2	#	0	0%	2	#
Global Studies	4	#	7	43%	1	#
U.S. Hist & Gov't	1	#	1	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	108	135	139	12	11	11
Number Scoring 55-100	95	116	129	7	7	8
Number Scoring 65-100	81	91	100	3	6	6
Number Scoring 85-100	23	28	23	0	0	0
Percentage of Tested Scoring 55-100	88%	86%	93%	58%	64%	73%
Percentage of Tested Scoring 65-100	75%	67%	72%	25%	55%	55%
Percentage of Tested Scoring 85-100	21%	21%	17%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	137	138	118	11	15	11
Number Scoring 55-100	123	133	107	8	11	10
Number Scoring 65-100	85	118	80	3	8	8
Number Scoring 85-100	6	21	2	0	0	0
Percentage of Tested Scoring 55-100	90%	96%	91%	73%	73%	91%
Percentage of Tested Scoring 65-100	62%	86%	68%	27%	53%	73%
Percentage of Tested Scoring 85-100	4%	15%	2%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	53	63	0	3	2
Number Scoring 55-100	0	33	34	0	#	#
Number Scoring 65-100	0	20	17	0	#	#
Number Scoring 85-100	0	1	5	0	#	#
Percentage of Tested Scoring 55-100	0%	62%	54%	0%	#	#
Percentage of Tested Scoring 65-100	0%	38%	27%	0%	#	#
Percentage of Tested Scoring 85-100	0%	2%	8%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	142	145	6	13	13	1
Number Scoring 55-100	135	122	5	13	8	#
Number Scoring 65-100	122	103	4	10	5	#
Number Scoring 85-100	35	32	0	0	1	#
Percentage of Tested Scoring 55-100	95%	84%	83%	100%	62%	#
Percentage of Tested Scoring 65-100	86%	71%	67%	77%	38%	#
Percentage of Tested Scoring 85-100	25%	22%	0%	0%	8%	#
<b>U.S. History and Government</b>						
Number Tested	106	112	108	9	8	6
Number Scoring 55-100	104	106	92	8	6	6
Number Scoring 65-100	96	92	81	6	5	5
Number Scoring 85-100	45	40	34	1	1	1
Percentage of Tested Scoring 55-100	98%	95%	85%	89%	75%	100%
Percentage of Tested Scoring 65-100	91%	82%	75%	67%	62%	83%
Percentage of Tested Scoring 85-100	42%	36%	31%	11%	12%	17%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	90	87	98	9	5	13
Number Scoring 55-100	90	84	93	9	5	11
Number Scoring 65-100	86	80	86	8	3	9
Number Scoring 85-100	18	14	11	0	0	0
Percentage of Tested Scoring 55-100	100%	97%	95%	100%	100%	85%
Percentage of Tested Scoring 65-100	96%	92%	88%	89%	60%	69%
Percentage of Tested Scoring 85-100	20%	16%	11%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	162	155	30	14	18	6
Number Scoring 55-100	140	137	22	10	13	4
Number Scoring 65-100	104	114	15	8	10	4
Number Scoring 85-100	26	34	2	0	1	1
Percentage of Tested Scoring 55-100	86%	88%	73%	71%	72%	67%
Percentage of Tested Scoring 65-100	64%	74%	50%	57%	56%	67%
Percentage of Tested Scoring 85-100	16%	22%	7%	0%	6%	17%
<b>Physical Setting/Chemistry</b>						
Number Tested	98	77	63	3	5	0
Number Scoring 55-100	88	71	56	#	5	0
Number Scoring 65-100	57	53	37	#	3	0
Number Scoring 85-100	2	2	3	#	0	0
Percentage of Tested Scoring 55-100	90%	92%	89%	#	100%	0%
Percentage of Tested Scoring 65-100	58%	69%	59%	#	60%	0%
Percentage of Tested Scoring 85-100	2%	3%	5%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		7	27		0	0
Number Scoring 55-100		7	21		0	0
Number Scoring 65-100		7	16		0	0
Number Scoring 85-100		2	1		0	0
Percentage of Tested Scoring 55-100		100%	78%		0%	0%
Percentage of Tested Scoring 65-100		100%	59%		0%	0%
Percentage of Tested Scoring 85-100		29%	4%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Comprehensive French</b>						
Number Tested	14	61	21	0	3	0
Number Scoring 55–100	14	56	21	0	#	0
Number Scoring 65–100	13	51	21	0	#	0
Number Scoring 85–100	5	17	10	0	#	0
Percentage of Tested Scoring 55–100	100%	92%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	93%	84%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	36%	28%	48%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	36	45	50	1	1	1
Number Scoring 55–100	36	44	48	#	#	#
Number Scoring 65–100	34	41	43	#	#	#
Number Scoring 85–100	23	18	19	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	96%	#	#	#
Percentage of Tested Scoring 65–100	94%	91%	86%	#	#	#
Percentage of Tested Scoring 85–100	64%	40%	38%	#	#	#
<b>Comprehensive Latin</b>						
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)



# New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
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

## 2001 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	120	120	120	18	18	18	138	138	138
Number Scoring 55–64	5	8	8	2	0	0	7	8	8
Number Scoring 65–84	67	46	70	7	4	11	74	50	81
Number Scoring 85–100	30	37	34	0	1	0	30	38	34
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	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)