

New York State School Report Card Comprehensive Information Report

BEDS Code: 19-04-01-06-0003
 Name: Catskill Senior High School
 Principal: Lisa Slutzky

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	173	176	186
Tenth	131	142	135
Eleventh	113	117	118
Twelfth	110	111	116
Ungraded Secondary	0	0	0
Total K-12 Enrollment	527	546	555

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	8	1.5%	0	0.0%	6	1.1%
Black (Not Hispanic)	49	9.3%	65	11.9%	57	10.3%
Hispanic	27	5.1%	28	5.1%	31	5.6%
White (Not Hispanic)	443	84.1%	453	83.0%	461	83.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	19
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	22	21
Mathematics Grade 10	19	30	28
Science Grade 10	17	23	18
Social Studies Grade 10	22	21	16

(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
48	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 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	1.3%	7	1.3%	6	1.1%
Eligible for Free Lunch	92	17.5%	132	24.2%	246	44.3%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.0%		93.5%		91.6%
Student Suspensions	27	5.4%	103	19.5%	86	15.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	7.6%	8.4%	14.4%
Public Assistance	11-20%	21-30%	11-20%
Student Stability	0%	100%	99%

Staff Counts

Staff	2004-05
Total Teachers	46
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*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*	86	94	94
	Regents Diplomas	50	65	85
	% Regents Diplomas	58%	69%	90%
	Regents Diplomas with Advanced Designation**			32
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	7	3	2
	Regents Diplomas	0	2	0
	% Regents Diplomas	0%	67%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	6	7	9
All Students	Total Graduates*	93	97	96
	Regents Diplomas	50	67	85
	% Regents Diplomas	54%	69%	89%
	Regents Diplomas with Advanced Designation**			32
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	6	7	9

* 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	40	39	2	4	7	0	1	1
	Percent	43%	41%	2%	4%	7%	0%	1%	1%
Students with Disabilities	Number	0	1	0	0	0	0	1	0
	Percent	0%	50%	0%	0%	0%	0%	50%	0%
All Students	Number	40	40	2	4	7	0	2	1
	Percent	42%	42%	2%	4%	7%	0%	2%	1%

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	24		16	3.3%	14	2.9%
	Entered GED Program*	18		5	1.0%	14	2.9%
	Total Noncompleters	42		21	4.3%	28	5.8%
Students with Disabilities	Dropped Out	9		2	2.8%	6	8.0%
	Entered GED Program*	2		1	1.4%	3	4.0%
	Total Noncompleters	11		3	4.2%	9	12.0%
All Students	Dropped Out	33	6.3%	18	3.2%	20	3.6%
	Entered GED Program*	20	3.8%	6	1.1%	17	3.0%
	Total Noncompleters	53	10.1%	24	4.3%	37	6.6%

*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
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	462	456	478
	Number of Students with Disabilities	65	90	77
	Number of All Students	527	546	555
	Percent of Enrollment	100%	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	0	0%	1	#	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	2002-03		2003-04		2004-05	
	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%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	1	#	0	0%	2	#
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%	0	0%
Science	17	41%	4	#	16	44%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	7	14%
U.S. Hist & Gov't	0	0%	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	106	109	120	8	5	18
Number Scoring 55-100	102	107	98	7	5	6
Number Scoring 65-100	98	95	75	7	2	3
Number Scoring 85-100	45	43	23	0	0	0
Percentage of Tested Scoring 55-100	96%	98%	82%	88%	100%	33%
Percentage of Tested Scoring 65-100	92%	87%	62%	88%	40%	17%
Percentage of Tested Scoring 85-100	42%	39%	19%	0%	0%	0%
Mathematics A						
Number Tested	130	118	139	11	4	20
Number Scoring 55-100	113	116	128	7	#	11
Number Scoring 65-100	100	111	123	6	#	10
Number Scoring 85-100	25	32	44	1	#	1
Percentage of Tested Scoring 55-100	87%	98%	92%	64%	#	55%
Percentage of Tested Scoring 65-100	77%	94%	88%	55%	#	50%
Percentage of Tested Scoring 85-100	19%	27%	32%	9%	#	5%
Mathematics B						
Number Tested	46	64	54	0	0	0
Number Scoring 55-100	34	57	34	0	0	0
Number Scoring 65-100	28	43	26	0	0	0
Number Scoring 85-100	3	7	1	0	0	0
Percentage of Tested Scoring 55-100	74%	89%	63%	0%	0%	0%
Percentage of Tested Scoring 65-100	61%	67%	48%	0%	0%	0%
Percentage of Tested Scoring 85-100	7%	11%	2%	0%	0%	0%
Global History and Geography						
Number Tested	107	125	132	1	16	13
Number Scoring 55-100	102	115	113	#	11	7
Number Scoring 65-100	97	104	92	#	9	5
Number Scoring 85-100	40	33	29	#	3	0
Percentage of Tested Scoring 55-100	95%	92%	86%	#	69%	54%
Percentage of Tested Scoring 65-100	91%	83%	70%	#	56%	38%
Percentage of Tested Scoring 85-100	37%	26%	22%	#	19%	0%
U.S. History and Government						
Number Tested	108	100	114	8	6	13
Number Scoring 55-100	106	100	104	7	6	9
Number Scoring 65-100	106	99	98	7	5	8
Number Scoring 85-100	61	57	51	4	1	2
Percentage of Tested Scoring 55-100	98%	100%	91%	88%	100%	69%
Percentage of Tested Scoring 65-100	98%	99%	86%	88%	83%	62%
Percentage of Tested Scoring 85-100	56%	57%	45%	50%	17%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	111	111	136	13	8	16
Number Scoring 55-100	105	110	119	10	7	9
Number Scoring 65-100	96	106	111	5	5	9
Number Scoring 85-100	25	26	33	1	0	2
Percentage of Tested Scoring 55-100	95%	99%	88%	77%	88%	56%
Percentage of Tested Scoring 65-100	86%	95%	82%	38%	62%	56%
Percentage of Tested Scoring 85-100	23%	23%	24%	8%	0%	12%
Physical Setting/Earth Science						
Number Tested	122	121	138	13	13	15
Number Scoring 55-100	112	111	120	8	9	5
Number Scoring 65-100	106	97	109	8	6	4
Number Scoring 85-100	41	39	52	1	0	1
Percentage of Tested Scoring 55-100	92%	92%	87%	62%	69%	33%
Percentage of Tested Scoring 65-100	87%	80%	79%	62%	46%	27%
Percentage of Tested Scoring 85-100	34%	32%	38%	8%	0%	7%
Physical Setting/Chemistry						
Number Tested	40	64	50	1	0	0
Number Scoring 55-100	40	61	47	#	0	0
Number Scoring 65-100	34	48	37	#	0	0
Number Scoring 85-100	4	4	10	#	0	0
Percentage of Tested Scoring 55-100	100%	95%	94%	#	0%	0%
Percentage of Tested Scoring 65-100	85%	75%	74%	#	0%	0%
Percentage of Tested Scoring 85-100	10%	6%	20%	#	0%	0%
Physical Setting/Physics						
Number Tested		6	12		0	0
Number Scoring 55-100		6	10		0	0
Number Scoring 65-100		6	8		0	0
Number Scoring 85-100		1	0		0	0
Percentage of Tested Scoring 55-100		100%	83%		0%	0%
Percentage of Tested Scoring 65-100		100%	67%		0%	0%
Percentage of Tested Scoring 85-100		17%	0%		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
Comprehensive French						
Number Tested	10	10	16	0	0	0
Number Scoring 55-100	10	10	16	0	0	0
Number Scoring 65-100	10	10	16	0	0	0
Number Scoring 85-100	10	8	5	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	100%	80%	31%	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	32	28	42	0	1	0
Number Scoring 55-100	32	28	42	0	#	0
Number Scoring 65-100	32	27	42	0	#	0
Number Scoring 85-100	29	20	22	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	96%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	91%	71%	52%	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)

New York State Alternate Assessments (NYSAA) 2004–05

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

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	95	95	95	18	18	18	113	113	113
Number Scoring 55–64	2	0	0	1	1	6	3	1	6
Number Scoring 65–84	52	37	52	4	4	4	56	41	56
Number Scoring 85–100	39	54	41	1	1	0	40	55	41
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
Listening and Speaking (Grade K-1)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 2-4)						
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
Reading and Writing (Grade 2-4)						
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
Listening and Speaking (Grade 5-6)						
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
Reading and Writing (Grade 5-6)						
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

*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 - K)

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
Listening and Speaking (Grade 7-8)						
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
Reading and Writing (Grade 7-8)						
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
Listening and Speaking (Grade 9-12)						
Number Tested		4	3		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0
Reading and Writing (Grade 9-12)						
Number Tested		4	3		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	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)