

New York State District Report Card Comprehensive Information Report

BEDS Code: 54-11-02-06-0000
 Name: Cobleskill-Richmondville Central School District
 Superintendent: Samuel A. Shevat

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	147	179	161
First	141	152	176
Second	149	138	154
Third	171	145	142
Fourth	175	170	145
Fifth	162	168	170
Sixth	170	176	181
Ungraded Elementary	17	20	20
Seventh	174	168	178
Eighth	181	176	172
Ninth	193	181	202
Tenth	168	192	166
Eleventh	156	159	180
Twelfth	153	153	147
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2157	2177	2194

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	14	0.6%	19	0.9%	20	0.9%
Black (Not Hispanic)	30	1.4%	25	1.1%	30	1.4%
Hispanic	38	1.8%	48	2.2%	52	2.4%
White (Not Hispanic)	2075	96.2%	2085	95.8%	2092	95.4%

Average Class Size

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

(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
NA	NA

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	5	0.2%	12	0.6%	16	0.7%
Eligible for Free Lunch	438	20.3%	461	21.2%	490	22.3%

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		94.7%		94.5%		94.6%
Student Suspensions	150	6.8%	96	4.5%	128	5.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.0%	9.7%	11.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	190
Total Other Professional Staff	27
Total Paraprofessionals	64
Teaching Out of Certification*	3

*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	139	71	51%	127	71	56%	112	65	58%
Students with Disabilities	1	0	0%	16	2	12%	12	2	17%
All Students	140	71	51%	143	73	51%	124	67	54%

*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	77	17	3	5	19	3
Percent	62%	14%	2%	4%	15%	2%

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)
12	2	5	17

*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	15		6		9	1.5%
	Entered GED Program*	6		6		9	1.5%
	Total Noncompleters	21		12		18	2.9%
Students with Disabilities	Dropped Out	1		6		3	2.8%
	Entered GED Program*	0		1		4	3.7%
	Total Noncompleters	1		7		7	6.5%
All Students	Dropped Out	16	2.4%	12	1.8%	12	1.7%
	Entered GED Program*	6	0.9%	7	1.0%	13	1.8%
	Total Noncompleters	22	3.3%	19	2.8%	25	3.5%

*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	303	471	482
	Number of Students with Disabilities	64	49	49
	Number of All Students	367	520	531
	Percent of Enrollment	70%	99%	99%
9-12	Number of General-Education Students	138	0	0
	Number of Students with Disabilities	40	0	0
	Number of All Students	178	0	0
	Percent of Enrollment	27%	0%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	23		
Completed and Passed Regents Exams	13	57%	77%
Completed and had Course Average of 75% or More	18	78%	81%
Completed and Attained a HS Diploma or Equivalent	22	96%	96%
Completed and Whose Status is Known	23		
Completed and Were Successfully Placed	23	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	4	27%	19%

Enrollment data are for the 2003-2004 school year; completer 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	39	74%	38	89%	0	0%
German	34	68%	25	52%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	83	67%	91	81%	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	0	0%	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	8	100%	0	0%	0	0%
Science	3	#	1	#	0	0%
Reading	1	#	1	#	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	12	75%	1	#	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	1	#	4	#	1	#
Reading	0	0%	9	100%	1	#
Writing	1	#	6	100%	3	#
Global Studies	0	0%	5	100%	1	#
U.S. Hist & Gov't	1	#	0	0%	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	135	147	182	7	13	14
Number Scoring 55-100	121	138	172	4	9	10
Number Scoring 65-100	101	129	158	2	6	6
Number Scoring 85-100	57	58	86	0	0	0
Percentage of Tested Scoring 55-100	90%	94%	95%	57%	69%	71%
Percentage of Tested Scoring 65-100	75%	88%	87%	29%	46%	43%
Percentage of Tested Scoring 85-100	42%	39%	47%	0%	0%	0%
Mathematics A						
Number Tested	44	159	175	1	9	17
Number Scoring 55-100	18	149	174	#	7	17
Number Scoring 65-100	2	135	169	#	6	16
Number Scoring 85-100	0	46	70	#	0	2
Percentage of Tested Scoring 55-100	41%	94%	99%	#	78%	100%
Percentage of Tested Scoring 65-100	5%	85%	97%	#	67%	94%
Percentage of Tested Scoring 85-100	0%	29%	40%	#	0%	12%
Mathematics B						
Number Tested	0	0	88	0	0	1
Number Scoring 55-100	0	0	77	0	0	#
Number Scoring 65-100	0	0	63	0	0	#
Number Scoring 85-100	0	0	19	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	88%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	72%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	22%	0%	0%	#
Global History and Geography						
Number Tested	152	182	193	1	10	21
Number Scoring 55-100	141	166	170	#	8	12
Number Scoring 65-100	115	142	150	#	5	8
Number Scoring 85-100	27	55	73	#	0	0
Percentage of Tested Scoring 55-100	93%	91%	88%	#	80%	57%
Percentage of Tested Scoring 65-100	76%	78%	78%	#	50%	38%
Percentage of Tested Scoring 85-100	18%	30%	38%	#	0%	0%
U.S. History and Government						
Number Tested	139	144	165	7	11	10
Number Scoring 55-100	133	143	160	6	11	10
Number Scoring 65-100	114	137	147	3	10	7
Number Scoring 85-100	49	76	93	0	3	1
Percentage of Tested Scoring 55-100	96%	99%	97%	86%	100%	100%
Percentage of Tested Scoring 65-100	82%	95%	89%	43%	91%	70%
Percentage of Tested Scoring 85-100	35%	53%	56%	0%	27%	10%

(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	149	165	164	2	5	21
Number Scoring 55-100	147	163	162	#	5	21
Number Scoring 65-100	145	153	152	#	4	16
Number Scoring 85-100	39	49	40	#	0	0
Percentage of Tested Scoring 55-100	99%	99%	99%	#	100%	100%
Percentage of Tested Scoring 65-100	97%	93%	93%	#	80%	76%
Percentage of Tested Scoring 85-100	26%	30%	24%	#	0%	0%
Physical Setting/Earth Science						
Number Tested	156	131	171	0	17	17
Number Scoring 55-100	148	121	158	0	9	14
Number Scoring 65-100	141	108	136	0	5	7
Number Scoring 85-100	68	47	57	0	0	2
Percentage of Tested Scoring 55-100	95%	92%	92%	0%	53%	82%
Percentage of Tested Scoring 65-100	90%	82%	80%	0%	29%	41%
Percentage of Tested Scoring 85-100	44%	36%	33%	0%	0%	12%
Physical Setting/Chemistry						
Number Tested	100	86	123	2	3	2
Number Scoring 55-100	92	77	114	#	#	#
Number Scoring 65-100	66	62	88	#	#	#
Number Scoring 85-100	10	15	18	#	#	#
Percentage of Tested Scoring 55-100	92%	90%	93%	#	#	#
Percentage of Tested Scoring 65-100	66%	72%	72%	#	#	#
Percentage of Tested Scoring 85-100	10%	17%	15%	#	#	#
Physical Setting/Physics						
Number Tested			42			0
Number Scoring 55-100			39			0
Number Scoring 65-100			36			0
Number Scoring 85-100			6			0
Percentage of Tested Scoring 55-100			93%			0%
Percentage of Tested Scoring 65-100			86%			0%
Percentage of Tested Scoring 85-100			14%			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	12	26	17	1	1	0
Number Scoring 55-100	12	26	17	#	#	0
Number Scoring 65-100	11	26	17	#	#	0
Number Scoring 85-100	3	16	8	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	92%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	25%	62%	47%	#	#	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	15	10	11	0	0	0
Number Scoring 55-100	15	10	11	0	0	0
Number Scoring 65-100	15	9	11	0	0	0
Number Scoring 85-100	7	6	5	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	90%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	47%	60%	45%	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	41	62	53	0	0	0
Number Scoring 55-100	41	62	53	0	0	0
Number Scoring 65-100	41	62	53	0	0	0
Number Scoring 85-100	23	38	35	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	56%	61%	66%	0%	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	83	75	2	0	2	0
Number Scoring 55-100	80	70	#	0	#	0
Number Scoring 65-100	74	67	#	0	#	0
Number Scoring 85-100	42	38	#	0	#	0
Percentage of Tested Scoring 55-100	96%	93%	#	0%	#	0%
Percentage of Tested Scoring 65-100	89%	89%	#	0%	#	0%
Percentage of Tested Scoring 85-100	51%	51%	#	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	84	100%	38	95%	2	#
Students with Disabilities	5	100%	7	71%	1	#

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	159	3%	5%	51%	41%
	Students with Disabilities	13	15%	23%	62%	0%
	All Students	172	4%	6%	52%	38%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	146	2%	42%	51%	5%
	Students with Disabilities	16	6%	88%	6%	0%
	All Students	162	2%	47%	46%	4%

(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	2	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	120	120	120	21	21	21	141	141	141
Number Scoring 55–64	20	4	1	3	2	0	23	6	1
Number Scoring 65–84	69	44	65	5	7	9	74	51	74
Number Scoring 85–100	24	69	50	0	3	2	24	72	52
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 K-1)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			3			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 - K)

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			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
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 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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)