

# New York State District Report Card Comprehensive Information Report

BEDS Code: 47-17-01-04-0000  
 Name: Cooperstown Central School District  
 Superintendent: Maryjo A. Mcphail

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	57	67	64
First	54	78	79
Second	68	58	82
Third	77	72	63
Fourth	77	79	70
Fifth	108	86	78
Sixth	104	116	88
Ungraded Elementary	0	0	0
Seventh	89	100	113
Eighth	106	88	106
Ninth	98	97	98
Tenth	97	99	100
Eleventh	104	91	88
Twelfth	114	102	96
Ungraded Secondary	6	5	0
Total K-12 Enrollment	1159	1138	1125

## 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	21	1.8%	22	1.9%	18	1.6%
Black (Not Hispanic)	22	1.9%	15	1.3%	13	1.2%
Hispanic	20	1.7%	27	2.4%	26	2.3%
White (Not Hispanic)	1096	94.6%	1074	94.4%	1068	94.9%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	17	16
Common Branch	18	19	20
English Grade 8	20	17	20
Mathematics Grade 8	22	19	20
Science Grade 8	21	18	20
Social Studies Grade 8	0	0	21
English Grade 10	17	17	16
Mathematics Grade 10	14	17	18
Science Grade 10	18	17	12
Social Studies Grade 10	16	17	14

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.4%	0	0.0%	7	0.6%
Eligible for Free Lunch	129	11.1%	154	13.5%	152	13.5%

### 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		95.1%		94.1%		95.3%
Student Suspensions	32	2.7%	11	1.0%	9	0.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	9.1%	10.2%	7.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	94
Total Other Professional Staff	13
Total Paraprofessionals	33
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
<b>General-Education Students</b>	Total Graduates*	91	98	80
	Regents Diplomas	67	65	72
	% Regents Diplomas	74%	66%	90%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	8	4	6
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	17%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	0	1
<b>All Students</b>	Total Graduates*	99	102	86
	Regents Diplomas	67	65	73
	% Regents Diplomas	68%	64%	85%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates	2	0	1

\* 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
<b>General-Education Students</b>	<b>Number</b>	59	15	0	0	6	0	0	0
	<b>Percent</b>	74%	19%	0%	0%	7%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	3	0	0	3	0	0	0
	<b>Percent</b>	0%	50%	0%	0%	50%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	59	18	0	0	9	0	0	0
	<b>Percent</b>	69%	21%	0%	0%	10%	0%	0%	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.
<b>General-Education Students</b>	Dropped Out	0		3	0.7%	0	0.0%
	Entered GED Program*	0		5	1.2%	1	0.3%
	Total Noncompleters	0		8	2.0%	1	0.3%
<b>Students with Disabilities</b>	Dropped Out	1		3	7.7%	0	0.0%
	Entered GED Program*	0		0	0.0%	1	2.5%
	Total Noncompleters	1		3	7.7%	1	2.5%
<b>All Students</b>	Dropped Out	1	0.2%	6	1.4%	0	0.0%
	Entered GED Program*	0	0.0%	5	1.1%	2	0.5%
	Total Noncompleters	1	0.2%	11	2.5%	2	0.5%

\*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	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	250	0	0
	Number of Students with Disabilities	49	0	0
	Number of All Students	299	0	0
	Percent of Enrollment	99%	0%	0%
9-12	Number of General-Education Students	0	380	100
	Number of Students with Disabilities	0	33	0
	Number of All Students	0	413	100
	Percent of Enrollment	0%	105%	26%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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%	11	100%	18	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	17	100%	25	88%
Spanish	0	0%	24	96%	23	91%

## 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%	1	#	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	#	5	80%	1	#
Science	0	0%	0	0%	2	#
Reading	1	#	1	#	1	#
Writing	1	#	1	#	1	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	2	#	1	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	6	100%	4	#
Science	0	0%	2	#	2	#
Reading	0	0%	3	#	3	#
Writing	1	#	3	#	4	#
Global Studies	2	#	1	#	4	#
U.S. Hist & Gov't	0	0%	1	#	2	#

(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	102	91	90	8	7	6
Number Scoring 55-100	101	87	87	8	4	5
Number Scoring 65-100	96	84	81	5	2	2
Number Scoring 85-100	61	56	45	1	1	0
Percentage of Tested Scoring 55-100	99%	96%	97%	100%	57%	83%
Percentage of Tested Scoring 65-100	94%	92%	90%	62%	29%	33%
Percentage of Tested Scoring 85-100	60%	62%	50%	12%	14%	0%
<b>Mathematics A</b>						
Number Tested	77	151	47	3	8	4
Number Scoring 55-100	67	142	40	#	6	#
Number Scoring 65-100	64	126	33	#	3	#
Number Scoring 85-100	29	36	5	#	1	#
Percentage of Tested Scoring 55-100	87%	94%	85%	#	75%	#
Percentage of Tested Scoring 65-100	83%	83%	70%	#	38%	#
Percentage of Tested Scoring 85-100	38%	24%	11%	#	12%	#
<b>Mathematics B</b>						
Number Tested	0	0	18	0	0	0
Number Scoring 55-100	0	0	11	0	0	0
Number Scoring 65-100	0	0	8	0	0	0
Number Scoring 85-100	0	0	1	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	61%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	44%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	6%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	89	92	95	6	8	6
Number Scoring 55-100	81	84	88	3	5	2
Number Scoring 65-100	76	80	81	2	4	1
Number Scoring 85-100	39	42	46	0	0	0
Percentage of Tested Scoring 55-100	91%	91%	93%	50%	62%	33%
Percentage of Tested Scoring 65-100	85%	87%	85%	33%	50%	17%
Percentage of Tested Scoring 85-100	44%	46%	48%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	106	92	86	7	7	5
Number Scoring 55-100	103	90	84	7	6	3
Number Scoring 65-100	99	87	82	7	5	3
Number Scoring 85-100	46	52	50	0	1	0
Percentage of Tested Scoring 55-100	97%	98%	98%	100%	86%	60%
Percentage of Tested Scoring 65-100	93%	95%	95%	100%	71%	60%
Percentage of Tested Scoring 85-100	43%	57%	58%	0%	14%	0%

(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	74	97	86	5	5	5
Number Scoring 55-100	73	95	84	5	3	4
Number Scoring 65-100	71	94	80	4	3	2
Number Scoring 85-100	18	35	25	0	0	0
Percentage of Tested Scoring 55-100	99%	98%	98%	100%	60%	80%
Percentage of Tested Scoring 65-100	96%	97%	93%	80%	60%	40%
Percentage of Tested Scoring 85-100	24%	36%	29%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	54	46	47	4	1	1
Number Scoring 55-100	54	44	43	#	#	#
Number Scoring 65-100	45	40	37	#	#	#
Number Scoring 85-100	9	4	8	#	#	#
Percentage of Tested Scoring 55-100	100%	96%	91%	#	#	#
Percentage of Tested Scoring 65-100	83%	87%	79%	#	#	#
Percentage of Tested Scoring 85-100	17%	9%	17%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	66	31	34	0	0	0
Number Scoring 55-100	61	30	29	0	0	0
Number Scoring 65-100	48	25	23	0	0	0
Number Scoring 85-100	4	3	2	0	0	0
Percentage of Tested Scoring 55-100	92%	97%	85%	0%	0%	0%
Percentage of Tested Scoring 65-100	73%	81%	68%	0%	0%	0%
Percentage of Tested Scoring 85-100	6%	10%	6%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		0	0		0	0
Number Scoring 55-100		0	0		0	0
Number Scoring 65-100		0	0		0	0
Number Scoring 85-100		0	0		0	0
Percentage of Tested Scoring 55-100		0%	0%		0%	0%
Percentage of Tested Scoring 65-100		0%	0%		0%	0%
Percentage of Tested Scoring 85-100		0%	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
<b>Comprehensive French</b>						
Number Tested	14	17	0	0	0	0
Number Scoring 55-100	14	17	0	0	0	0
Number Scoring 65-100	14	17	0	0	0	0
Number Scoring 85-100	6	11	0	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	43%	65%	0%	0%	0%	0%
<b>Comprehensive Italian</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 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	34	33	30	0	0	1
Number Scoring 55-100	28	33	30	0	0	#
Number Scoring 65-100	25	33	29	0	0	#
Number Scoring 85-100	8	20	16	0	0	#
Percentage of Tested Scoring 55-100	82%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	74%	100%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	24%	61%	53%	0%	0%	#
<b>Comprehensive Latin</b>						
Number Tested	18	3	0	0	0	0
Number Scoring 55-100	18	#	0	0	0	0
Number Scoring 65-100	17	#	0	0	0	0
Number Scoring 85-100	7	#	0	0	0	0
Percentage of Tested Scoring 55-100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	39%	#	0%	0%	0%	0%

(Form – H)



## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	73	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	77	6%	3%	44%	47%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	88	0%	8%	56%	36%
	Students with Disabilities	13	8%	38%	54%	0%
	All Students	101	1%	12%	55%	32%

(Form – I)

## 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	0	0	0	0	0	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	82	82	82	7	7	7	89	89	89
Number Scoring 55–64	1	1	0	1	1	2	2	2	2
Number Scoring 65–84	37	30	45	2	4	4	39	34	49
Number Scoring 85–100	41	50	35	0	1	0	41	51	35
Approved Alternatives	1	0	0	0	0	0	1	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 K-1)</b>						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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)