The New York State School Report Card

Accountability and Overview Report 2008 – 09

School **COBLESKILL-RICHMONDVILLE HIGH SCHOOL**
District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**
School ID **54-11-02-06-0002**
Principal **MELISSA AUSFELD**
Telephone **(518) 234-3565**
Grades **9-12**

This School's Report Card

The New York State School Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

1 Get School Profile information.
This section shows comprehensive data relevant to this school's learning environment.

2 Review School Accountability Status.
This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

3 Review an Overview of School Performance.
This section has information about the school's performance on state assessments in English, mathematics, and science.

For more information:
Office of Information and Reporting Services
New York State Education Department
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School **COBLESKILL-RICHMONDVILLE HIGH SCHOOL**
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District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2006–07	2007–08	2008–09
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	201	194	163
Grade 10	178	177	190
Grade 11	145	159	168
Grade 12	174	143	163
Ungraded Secondary	0	0	0
Total K–12	698	673	684

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's enrollment. Students classified by schools as "pre-first" are included in first grade counts.

Average Class Size

	2006–07	2007–08	2008–09
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	23	23	17
Mathematics	18	18	17
Science	17	17	18
Social Studies	21	21	19

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1–6.

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Demographic Factors

	2006–07		2007–08		2008–09	
	#	%	#	%	#	%
Eligible for Free Lunch	119	17%	113	17%	137	20%
Reduced-Price Lunch	68	10%	62	9%	59	9%
Student Stability*		97%		96%		98%
Limited English Proficient	4	1%	1	0%	3	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	1	0%	2	0%
Black or African American	17	2%	15	2%	16	2%
Hispanic or Latino	27	4%	20	3%	24	4%
Asian or Native Hawaiian/Other Pacific Islander	4	1%	4	1%	9	1%
White	649	93%	633	94%	629	92%
Multiracial	0	0%	0	0%	4	1%

* Available only at the school level.

Attendance and Suspensions

	2005–06		2006–07		2007–08	
	#	%	#	%	#	%
Annual Attendance Rate		97%		93%		94%
Student Suspensions	46	7%	46	7%	57	8%

Demographic Factors Information

Eligible for Free Lunch and *Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch* and *Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6–8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school was open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

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Teacher Qualifications

	2006–07	2007–08	2008–09
Total Number of Teachers	53	55	55
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	2%	0%
Percent with Fewer Than Three Years of Experience	0%	0%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	21%	16%	11%
Total Number of Core Classes	189	197	194
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
Total Number of Classes	265	274	259
Percent Taught by Teachers Without Appropriate Certification	0%	1%	2%

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate

	2005–06	2006–07	2007–08
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	0%	0%
Turnover Rate of All Teachers	9%	4%	20%

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts

	2006–07	2007–08	2008–09
Total Other Professional Staff	5	5	4
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	1
Principals	1	1	1

* Not available at the school level.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

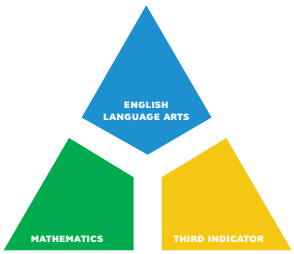
2 School Accountability

School **COBLESKILL-RICHMONDVILLE HIGH SCHOOL**
School ID **54-11-02-06-0002**

District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2008–09, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).



For more information about accountability in New York State, visit: **http://www.emsc.nysed.gov/irts/accountability/**

1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2008–09 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2005 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

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Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2009, are not included in the 2005 school accountability cohort. The 2005 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at **www.emsc.nysed.gov/irts**.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

At the secondary level, the PI is calculated using the following equation:

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

A list of tests used to measure student performance for accountability is available at **www.emsc.nysed.gov/irts**.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2008–09 safe harbor targets were calculated using the following equation:

2007–08 PI + (200 – the 2007–08 PI) × 0.10

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

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Understanding Your School Accountability Status

New York State has been approved by the United States Department of Education to participate in a differentiated accountability pilot program. Under this program, each public school in the state is assigned an accountability status "phase" (good standing, improvement, corrective action, or restructuring) based on its history of making Adequate Yearly Progress (AYP) and its AYP status in 2008–09. If the school is identified for improvement, corrective action, or restructuring under this program, the school is also assigned to an accountability "category" (basic, focused, or comprehensive) based on the student groups whose failure to make AYP caused the school to be identified or the "measures" for which it was identified.

Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. A school may be in a different accountability status phase for each measure. The school's overall status is its most advanced New York State accountability phase and its highest category within that phase.

For more information on this program and for this school's 2009–10 accountability status, see **http://www.emsc.nysed.gov/irts/accountability/designations/**.

2 School Accountability

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District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2009–10)

For this school's 2009–10 accountability status, see **http://www.emsc.nysed.gov/irts/accountability/designations/**.

Title I Part A Funding	Years the School Received Title I Part A Funding		
	2007–08	**2008–09**	**2009–10**
	NO	NO	NO

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students				✔	✔	✔
Ethnicity						
American Indian or Alaska Native						
Black or African American				–	–	
Hispanic or Latino				–	–	
Asian or Native Hawaiian/Other Pacific Islander				–	–	
White				✔	✔	
Multiracial				–	–	
Other Groups						
Students with Disabilities				–	–	
Limited English Proficient						
Economically Disadvantaged				✔	✔	
Student groups making AYP in each subject				✔ 3 of 3	✔ 3 of 3	✔ 1 of 1

AYP Status

✔ Made AYP

✔SH Made AYP Using Safe Harbor Target

✘ Did Not Make AYP

— Insufficient Number of Students to Determine AYP Status

2 School Accountability

School **COBLESKILL-RICHMONDVILLE HIGH SCHOOL**
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District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2009–10)

For this school's 2009–10 accountability status, see **http://www.emsc.nysed.gov/irts/accountability/designations/**.

Accountability Measures

3 of 3	Student groups making AYP in English language arts
✔	Made AYP

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2005 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2008–09	Safe Harbor Target 2009–10
All Students (150:147)	✔	✔	99%	✔	190	162		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (5:4)	–	–	–	–	–	–		–
Hispanic or Latino (4:4)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (138:136)	✔	✔	100%	✔	193	162		
Multiracial (2:2)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities[4] (9:11)	–	–	–	–	–	–		–
Limited English Proficient[5] (0:0)								
Economically Disadvantaged (39:34)	✔	–	–	✔	188	154		
Final AYP Determination	✔ 3 of 3							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- — Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

2 Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For schools with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For schools with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

4 If the school failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the school is considered to have made AYP for students with disabilities.

5 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

2 School Accountability

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Secondary-Level Mathematics

Accountability Status for This Subject (2009–10)

For this school's 2009–10 accountability status, see **http://www.emsc.nysed.gov/irts/accountability/designations/**.

Accountability Measures

3 of 3	Student groups making AYP in mathematics
✔	Made AYP

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2005 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2008–09	Safe Harbor Target 2009–10
All Students (150:147)	✔	✔	99%	✔	192	157		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (5:4)	–	–	–	–	–	–		–
Hispanic or Latino (4:4)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (138:136)	✔	✔	99%	✔	193	157		
Multiracial (2:2)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities[4] (9:11)	–	–	–	–	–	–		–
Limited English Proficient[5] (0:0)								
Economically Disadvantaged (39:34)	✔	–	–	✔	191	149		
Final AYP Determination	✔ 3 of 3							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- — Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

2 Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For schools with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For schools with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

4 If the school failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the school is considered to have made AYP for students with disabilities.

5 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

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District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

Graduation Rate

Accountability Status for This Indicator (2009–10)

For this school's 2009–10 accountability status, see **http://www.emsc.nysed.gov/irts/accountability/designations/**.

Accountability Measures

1 of 1	Student groups making AYP in graduation rate
✔	Made AYP

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count)	Graduation: AYP	Graduation: Met Criterion	Graduation: Graduation Rate[1]	Objectives: State Standard	Progress Target 2008–09	Progress Target 2009–10
All Students (165)	✔	✔	83%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (4)		–	–	–		
Hispanic or Latino (7)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (154)		✔	84%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (18)		–	–	–		
Limited English Proficient[2] (0)						
Economically Disadvantaged (40)		✔	73%	55%		
Final AYP Determination	✔ 1 of 1					

NOTES

[1] Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

[2] If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 Overview of School Performance

School **COBLESKILL-RICHMONDVILLE HIGH SCHOOL**
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District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

Summary of 2008–09 School Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3	2005 Total Cohort
Secondary Level	0% 50% 100%	
English	89%	157
Mathematics	89%	157

About the Performance Level Descriptors

Level 1: **Not Meeting Learning Standards**. Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: **Partially Meeting Learning Standards**. Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: **Meeting Learning Standards**. Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: **Meeting Learning Standards with Distinction**. Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at **www.emsc.nysed.gov/irts**.

What are Similar Schools?

In this section, this school's performance is compared with that of similar schools.

Within each N/RC category, the Department identifies Similar Schools: schools that serve similar students and have similar resources. Each school report card compares the school's performance with that of similar schools. The following factors are considered in grouping schools: a) the grade level served by the school and b) rates of student poverty and limited English proficiency. Student poverty levels are indicated by determining the percentage of children in each school who participate in the free-lunch program. By combining these factors, a measure of student need is created and used to place schools into relatively low (lowest quartile), relatively high (highest quartile), and typical (mid-range) groups.

This School's Similar Schools Group: 51

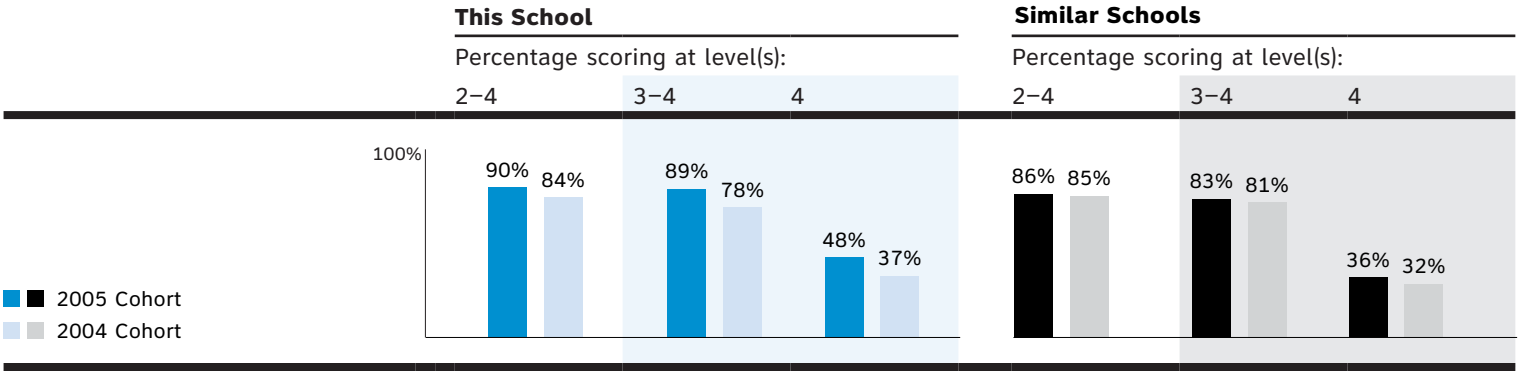
All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity.

3 Overview of School Performance

School **COBLESKILL-RICHMONDVILLE HIGH SCHOOL**
School ID **54-11-02-06-0002**

District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

This School's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**157**	**90%**	**89%**	**48%**	**165**	**84%**	**78%**	**37%**
Female	75	91%	89%	63%	84	86%	82%	43%
Male	82	90%	89%	35%	81	81%	73%	31%
American Indian or Alaska Native								
Black or African American	4	–	–	–	4	–	–	–
Hispanic or Latino	4	–	–	–	7	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	146	91%	90%	48%	154	84%	79%	38%
Multiracial	2	–	–	–				
Small Group Totals	11	82%	82%	55%	11	73%	55%	18%
General-Education Students	143	94%	94%	53%	147	88%	84%	41%
Students with Disabilities	14	50%	43%	0%	18	50%	28%	0%
English Proficient	157	90%	89%	48%	165	84%	78%	37%
Limited English Proficient								
Economically Disadvantaged	37	86%	86%	54%	40	73%	63%	18%
Not Disadvantaged	120	92%	90%	47%	125	87%	82%	43%
Migrant								
Not Migrant	157	90%	89%	48%	165	84%	78%	37%

NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

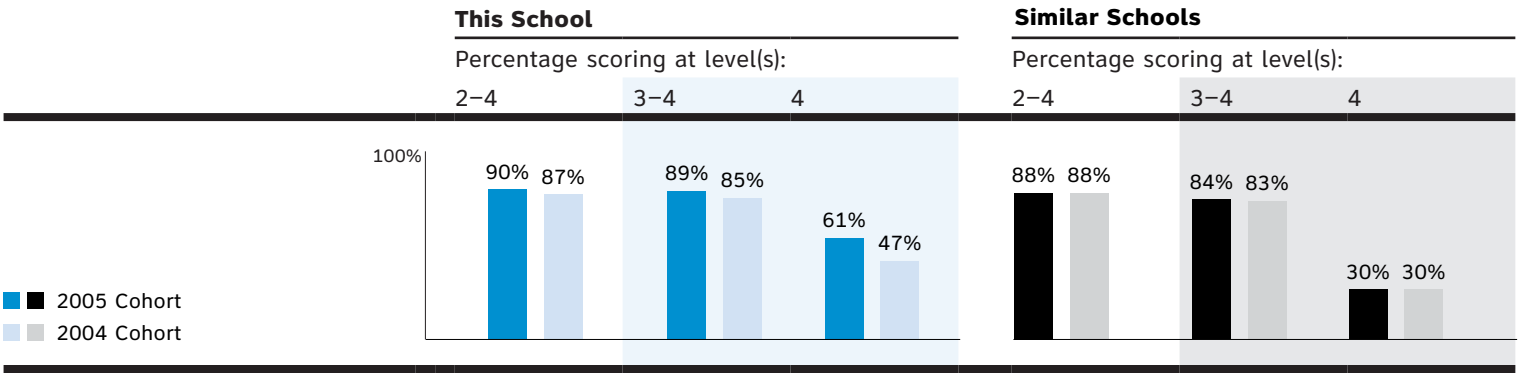
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

3 Overview of School Performance

School **COBLESKILL-RICHMONDVILLE HIGH SCHOOL**
School ID **54-11-02-06-0002**

District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

This School's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



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	2005 Cohort				2004 Cohort**			
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All Students	**157**	**90%**	**89%**	**61%**	**165**	**87%**	**85%**	**47%**
Female	75	91%	91%	57%	84	89%	87%	45%
Male	82	89%	88%	63%	81	84%	84%	49%
American Indian or Alaska Native								
Black or African American	4	–	–	–	4	–	–	–
Hispanic or Latino	4	–	–	–	7	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	146	90%	89%	61%	154	88%	87%	50%
Multiracial	2	–	–	–				
Small Group Totals	11	91%	91%	55%	11	73%	64%	9%
General-Education Students	143	94%	94%	65%	147	90%	90%	52%
Students with Disabilities	14	43%	43%	14%	18	56%	50%	6%
English Proficient	157	90%	89%	61%	165	87%	85%	47%
Limited English Proficient								
Economically Disadvantaged	37	89%	86%	51%	40	75%	75%	35%
Not Disadvantaged	120	90%	90%	63%	125	90%	89%	51%
Migrant								
Not Migrant	157	90%	89%	61%	165	87%	85%	47%

NOTES
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Other Assessments

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