

# New York State School Report Card Comprehensive Information Report

BEDS Code: 01-05-00-01-0007  
 Name: Cohoes High School  
 Principal: Joseph Rajczak

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	211	173	210
Tenth	151	160	166
Eleventh	125	133	145
Twelfth	110	134	137
Ungraded Secondary	0	0	0
Total K-12 Enrollment	597	600	658

## 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	7	1.2%	7	1.2%	7	1.1%
Black (Not Hispanic)	14	2.3%	14	2.3%	16	2.4%
Hispanic	3	0.5%	5	0.8%	14	2.1%
White (Not Hispanic)	573	96.0%	574	95.7%	621	94.4%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	26	23
Mathematics Grade 10	23	21	20
Science Grade 10	20	17	18
Social Studies Grade 10	20	20	25

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle 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>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	17	2.9%	17	2.8%	13	2.0%
<b>Eligible for Free Lunch</b>	168	28.1%	187	31.2%	212	32.2%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		89.4%		91.3%		92.2%
<b>Student Suspensions</b>	117	19.8%	110	18.4%	83	13.8%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	9.2%	11.7%	11.4%
<b>Public Assistance</b>	31-40%	31-40%	41-50%
<b>Student Stability</b>	86%	97%	89%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	53
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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	100	42	42%	0	0	0%	100	45	45%
Students with Disabilities	7	0	0%	0	0	0%	14	2	14%
All Students	107	42	39%	0	0	0%	114	47	41%

\*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	41	50	2	6	6	9
Percent	36%	44%	2%	5%	5%	8%

## 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)
14	2	4	18

\*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	1		1		6	1.2%
	Entered GED Program*	0		1		8	1.6%
	Total Noncompleters	1		2		14	2.7%
Students with Disabilities	Dropped Out	0		0		3	4.1%
	Entered GED Program*	0		0		1	1.4%
	Total Noncompleters	0		0		4	5.4%
All Students	Dropped Out	1	0.2%	1	0.2%	9	1.5%
	Entered GED Program*	0	0.0%	1	0.2%	9	1.5%
	Total Noncompleters	1	0.2%	2	0.3%	18	3.1%

\*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	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	0	0	0
	Number of Students with Disabilities	36	28	26
	Number of All Students	36	28	26
	Percent of Enrollment	6%	5%	4%

## 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 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	0	0%	43	72%	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%	83	88%	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	1	#	1	#	1	#
Science	0	0%	0	0%	0	0%
Reading	1	#	1	#	2	#
Writing	1	#	0	0%	2	#
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	0	0%
Science	2	#	0	0%	4	#
Reading	9	0%	0	0%	11	82%
Writing	6	100%	0	0%	7	57%
Global Studies	8	13%	0	0%	5	40%
U.S. Hist & Gov't	4	#	0	0%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	132	135	106	5	12	9
Number Scoring 55-100	118	104	99	2	4	6
Number Scoring 65-100	90	87	90	1	3	4
Number Scoring 85-100	31	25	25	0	0	0
Percentage of Tested Scoring 55-100	89%	77%	93%	40%	33%	67%
Percentage of Tested Scoring 65-100	68%	64%	85%	20%	25%	44%
Percentage of Tested Scoring 85-100	23%	19%	24%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	25	17	136	0	2	6
Number Scoring 55-100	13	14	136	0	#	6
Number Scoring 65-100	7	10	127	0	#	6
Number Scoring 85-100	2	5	51	0	#	1
Percentage of Tested Scoring 55-100	52%	82%	100%	0%	#	100%
Percentage of Tested Scoring 65-100	28%	59%	93%	0%	#	100%
Percentage of Tested Scoring 85-100	8%	29%	38%	0%	#	17%
<b>Mathematics B</b>						
Number Tested	0	0	49	0	0	0
Number Scoring 55-100	0	0	41	0	0	0
Number Scoring 65-100	0	0	38	0	0	0
Number Scoring 85-100	0	0	10	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	84%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	78%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	20%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	143	150	110	18	17	9
Number Scoring 55-100	135	127	102	13	8	6
Number Scoring 65-100	103	101	94	3	3	5
Number Scoring 85-100	17	23	31	0	0	1
Percentage of Tested Scoring 55-100	94%	85%	93%	72%	47%	67%
Percentage of Tested Scoring 65-100	72%	67%	85%	17%	18%	56%
Percentage of Tested Scoring 85-100	12%	15%	28%	0%	0%	11%
<b>U.S. History and Government</b>						
Number Tested	143	129	101	7	12	9
Number Scoring 55-100	130	100	96	3	5	8
Number Scoring 65-100	106	76	85	2	1	3
Number Scoring 85-100	22	11	40	0	0	0
Percentage of Tested Scoring 55-100	91%	78%	95%	43%	42%	89%
Percentage of Tested Scoring 65-100	74%	59%	84%	29%	8%	33%
Percentage of Tested Scoring 85-100	15%	9%	40%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	136	138	113	14	16	7
Number Scoring 55-100	136	130	108	14	12	5
Number Scoring 65-100	130	119	104	12	6	4
Number Scoring 85-100	38	36	43	1	1	1
Percentage of Tested Scoring 55-100	100%	94%	96%	100%	75%	71%
Percentage of Tested Scoring 65-100	96%	86%	92%	86%	38%	57%
Percentage of Tested Scoring 85-100	28%	26%	38%	7%	6%	14%
<b>Physical Setting/Earth Science</b>						
Number Tested	36	42	78	0	0	1
Number Scoring 55-100	36	41	72	0	0	#
Number Scoring 65-100	34	40	67	0	0	#
Number Scoring 85-100	16	14	14	0	0	#
Percentage of Tested Scoring 55-100	100%	98%	92%	0%	0%	#
Percentage of Tested Scoring 65-100	94%	95%	86%	0%	0%	#
Percentage of Tested Scoring 85-100	44%	33%	18%	0%	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	90	100	90	1	4	1
Number Scoring 55-100	70	86	82	#	#	#
Number Scoring 65-100	42	61	68	#	#	#
Number Scoring 85-100	4	9	6	#	#	#
Percentage of Tested Scoring 55-100	78%	86%	91%	#	#	#
Percentage of Tested Scoring 65-100	47%	61%	76%	#	#	#
Percentage of Tested Scoring 85-100	4%	9%	7%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			30			0
Number Scoring 55-100			28			0
Number Scoring 65-100			21			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			93%			0%
Percentage of Tested Scoring 65-100			70%			0%
Percentage of Tested Scoring 85-100			10%			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
<b>Comprehensive French</b>						
Number Tested	27	30	5	0	0	0
Number Scoring 55-100	27	28	5	0	0	0
Number Scoring 65-100	27	28	5	0	0	0
Number Scoring 85-100	16	17	2	0	0	0
Percentage of Tested Scoring 55-100	100%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	59%	57%	40%	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	32	48	11	0	0	0
Number Scoring 55-100	32	47	11	0	0	0
Number Scoring 65-100	32	42	11	0	0	0
Number Scoring 85-100	21	20	5	0	0	0
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	88%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	66%	42%	45%	0%	0%	0%
<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)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	76	69	11	0	1	0
Number Scoring 55-100	64	57	8	0	#	0
Number Scoring 65-100	60	51	4	0	#	0
Number Scoring 85-100	28	27	0	0	#	0
Percentage of Tested Scoring 55-100	84%	83%	73%	0%	#	0%
Percentage of Tested Scoring 65-100	79%	74%	36%	0%	#	0%
Percentage of Tested Scoring 85-100	37%	39%	0%	0%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	59	98%	5	20%	49	78%
Students with Disabilities	8	100%	1	#	9	67%

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
<b>Nov 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
<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

## 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	108	108	108	20	20	20	128	128	128
Number Scoring 55–64	11	15	5	5	5	2	16	20	7
Number Scoring 65–84	74	71	64	4	2	9	78	73	73
Number Scoring 85–100	16	12	34	0	0	1	16	12	35
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)