

New York State District Report Card Comprehensive Information Report

BEDS Code: 19-05-01-04-0000
 Name: Cossackie-Athens Central School District
 Superintendent: L. Jeffrey Baltes

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	118	123	101
First	115	121	128
Second	133	122	121
Third	129	126	123
Fourth	131	118	128
Fifth	120	128	119
Sixth	141	125	136
Ungraded Elementary	13	9	11
Seventh	124	136	125
Eighth	120	122	127
Ninth	166	147	156
Tenth	109	121	106
Eleventh	98	94	100
Twelfth	118	96	96
Ungraded Secondary	6	19	16
Total K-12 Enrollment	1641	1607	1593

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	10	0.6%	10	0.6%	7	0.4%
Black (Not Hispanic)	37	2.3%	24	1.5%	40	2.5%
Hispanic	26	1.6%	30	1.9%	32	2.0%
White (Not Hispanic)	1568	95.6%	1543	96.0%	1514	95.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	17	16
Common Branch	20	20	19
English Grade 8	20	21	20
Mathematics Grade 8	20	21	20
Science Grade 8	20	21	21
Social Studies Grade 8	20	21	21
English Grade 10	17	20	15
Mathematics Grade 10	10	15	15
Science Grade 10	19	16	19
Social Studies Grade 10	17	19	15

(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	11	0.7%	11	0.7%	6	0.4%
Eligible for Free Lunch	221	13.5%	205	12.8%	209	13.1%

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%		94.8%		94.2%
Student Suspensions	68	4.2%	67	4.1%	53	3.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	6.0%	7.3%	6.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	139
Total Other Professional Staff	19
Total Paraprofessionals	42
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	102	89	86
	Regents Diplomas	52	51	74
	% Regents Diplomas	51%	57%	86%
	Regents Diplomas with Advanced Designation**			28
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	6	4	9
	Regents Diplomas	0	0	2
	% Regents Diplomas	0%	0%	22%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	3	1
All Students	Total Graduates*	108	93	95
	Regents Diplomas	52	51	76
	% Regents Diplomas	48%	55%	80%
	Regents Diplomas with Advanced Designation**			28
	% Regents Diplomas with Advanced Designation			29%
	IEP Diplomas or Local Certificates	2	3	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
General-Education Students	Number	24	53	0	6	1	0	0	2
	Percent	28%	62%	0%	7%	1%	0%	0%	2%
Students with Disabilities	Number	0	6	0	0	1	0	0	2
	Percent	0%	67%	0%	0%	11%	0%	0%	22%
All Students	Number	24	59	0	6	2	0	0	4
	Percent	25%	62%	0%	6%	2%	0%	0%	4%

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	7		6	1.4%	4	0.9%
	Entered GED Program*	4		6	1.4%	4	0.9%
	Total Noncompleters	11		12	2.9%	8	1.9%
Students with Disabilities	Dropped Out	4		3	5.0%	2	3.6%
	Entered GED Program*	0		2	3.3%	0	0.0%
	Total Noncompleters	4		5	8.3%	2	3.6%
All Students	Dropped Out	11	2.2%	9	1.9%	6	1.3%
	Entered GED Program*	4	0.8%	8	1.7%	4	0.8%
	Total Noncompleters	15	3.1%	17	3.5%	10	2.1%

*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	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	222	233	236
	Number of Students with Disabilities	15	6	19
	Number of All Students	237	239	255
	Percent of Enrollment	61%	61%	64%
9-12	Number of General-Education Students	439	410	421
	Number of Students with Disabilities	52	58	50
	Number of All Students	491	468	471
	Percent of Enrollment	99%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	2		
Completed and Passed Regents Exams	2	100%	80%
Completed and had Course Average of 75% or More	2	100%	82%
Completed and Attained a HS Diploma or Equivalent	2	100%	96%
Completed and Whose Status is Known	2		
Completed and Were Successfully Placed	2	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	0%	25%
Underrepresented Gender Members Who Completed	0	0%	19%

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	20	75%	28	86%	20	90%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	75	88%	86	57%	97	86%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	2	#	3	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	1	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
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	19	32%	20	65%	9	56%
Science	8	0%	13	77%	4	#
Reading	7	86%	5	40%	12	92%
Writing	6	67%	3	#	10	80%
Global Studies	5	60%	3	#	4	#
U.S. Hist & Gov't	1	#	1	#	6	33%

(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	104	115	105	9	8	15
Number Scoring 55-100	89	102	87	4	4	7
Number Scoring 65-100	78	94	75	3	2	4
Number Scoring 85-100	37	46	27	0	0	0
Percentage of Tested Scoring 55-100	86%	89%	83%	44%	50%	47%
Percentage of Tested Scoring 65-100	75%	82%	71%	33%	25%	27%
Percentage of Tested Scoring 85-100	36%	40%	26%	0%	0%	0%
Mathematics A						
Number Tested	141	142	163	6	9	13
Number Scoring 55-100	116	140	155	1	7	9
Number Scoring 65-100	91	130	136	1	5	3
Number Scoring 85-100	7	35	31	0	0	0
Percentage of Tested Scoring 55-100	82%	99%	95%	17%	78%	69%
Percentage of Tested Scoring 65-100	65%	92%	83%	17%	56%	23%
Percentage of Tested Scoring 85-100	5%	25%	19%	0%	0%	0%
Mathematics B						
Number Tested	0	38	85	0	0	1
Number Scoring 55-100	0	20	47	0	0	#
Number Scoring 65-100	0	12	29	0	0	#
Number Scoring 85-100	0	3	5	0	0	#
Percentage of Tested Scoring 55-100	0%	53%	55%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	32%	34%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	8%	6%	0%	0%	#
Global History and Geography						
Number Tested	122	136	119	14	19	12
Number Scoring 55-100	106	121	109	10	14	7
Number Scoring 65-100	101	105	92	9	10	3
Number Scoring 85-100	35	48	36	0	3	0
Percentage of Tested Scoring 55-100	87%	89%	92%	71%	74%	58%
Percentage of Tested Scoring 65-100	83%	77%	77%	64%	53%	25%
Percentage of Tested Scoring 85-100	29%	35%	30%	0%	16%	0%
U.S. History and Government						
Number Tested	105	100	110	6	8	17
Number Scoring 55-100	100	97	99	5	7	9
Number Scoring 65-100	93	84	89	4	2	4
Number Scoring 85-100	40	40	45	1	0	1
Percentage of Tested Scoring 55-100	95%	97%	90%	83%	88%	53%
Percentage of Tested Scoring 65-100	89%	84%	81%	67%	25%	24%
Percentage of Tested Scoring 85-100	38%	40%	41%	17%	0%	6%

(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	104	83	94	17	0	4
Number Scoring 55-100	101	81	92	15	0	#
Number Scoring 65-100	98	80	87	14	0	#
Number Scoring 85-100	29	30	32	1	0	#
Percentage of Tested Scoring 55-100	97%	98%	98%	88%	0%	#
Percentage of Tested Scoring 65-100	94%	96%	93%	82%	0%	#
Percentage of Tested Scoring 85-100	28%	36%	34%	6%	0%	#
Physical Setting/Earth Science						
Number Tested	109	105	129	2	4	4
Number Scoring 55-100	96	86	107	#	#	#
Number Scoring 65-100	77	64	75	#	#	#
Number Scoring 85-100	16	11	19	#	#	#
Percentage of Tested Scoring 55-100	88%	82%	83%	#	#	#
Percentage of Tested Scoring 65-100	71%	61%	58%	#	#	#
Percentage of Tested Scoring 85-100	15%	10%	15%	#	#	#
Physical Setting/Chemistry						
Number Tested	80	65	71	0	0	1
Number Scoring 55-100	71	61	68	0	0	#
Number Scoring 65-100	48	42	48	0	0	#
Number Scoring 85-100	12	2	10	0	0	#
Percentage of Tested Scoring 55-100	89%	94%	96%	0%	0%	#
Percentage of Tested Scoring 65-100	60%	65%	68%	0%	0%	#
Percentage of Tested Scoring 85-100	15%	3%	14%	0%	0%	#
Physical Setting/Physics						
Number Tested		25	20		0	0
Number Scoring 55-100		25	20		0	0
Number Scoring 65-100		25	20		0	0
Number Scoring 85-100		11	9		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		100%	100%		0%	0%
Percentage of Tested Scoring 85-100		44%	45%		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	12	0	14	0	0	0
Number Scoring 55-100	11	0	14	0	0	0
Number Scoring 65-100	9	0	14	0	0	0
Number Scoring 85-100	5	0	8	0	0	0
Percentage of Tested Scoring 55-100	92%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	75%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	42%	0%	57%	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	42	68	51	0	0	0
Number Scoring 55-100	42	68	51	0	0	0
Number Scoring 65-100	41	65	48	0	0	0
Number Scoring 85-100	25	36	26	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	98%	96%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	60%	53%	51%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	114	6%	11%	53%	30%
	Students with Disabilities	5	60%	0%	40%	0%
	All Students	119	8%	11%	52%	29%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	123	1%	23%	57%	20%
	Students with Disabilities	9	0%	67%	33%	0%
	All Students	132	1%	26%	55%	18%

(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
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	1	0	0	0	0
Social Studies	0	1	0	0	0	0
Mathematics	0	1	0	0	0	0
Science	0	1	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	14	14	14	109	109	109
Number Scoring 55–64	3	4	2	2	3	1	5	7	3
Number Scoring 65–84	52	40	53	6	5	7	58	45	60
Number Scoring 85–100	35	42	35	1	0	0	36	42	35
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		0	1		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		0	1		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		4	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		4	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		1	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)

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