

New York State School Report Card Comprehensive Information Report

BEDS Code: 47-05-01-04-0001
 Name: Edmeston Central School
 Principal: Martha M. Winsor

Grade Range : K-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	38	46	36
First	50	37	40
Second	42	50	40
Third	42	41	48
Fourth	44	38	42
Fifth	45	38	38
Sixth	53	46	38
Ungraded Elementary	0	5	3
Seventh	39	52	50
Eighth	50	41	54
Ninth	52	51	47
Tenth	47	38	44
Eleventh	34	43	43
Twelfth	45	33	42
Ungraded Secondary	0	8	10
Total K-12 Enrollment	581	567	575

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	2	0.3%	2	0.4%	3	0.5%
Black (Not Hispanic)	6	1.0%	6	1.1%	6	1.0%
Hispanic	1	0.2%	1	0.2%	0	0.0%
White (Not Hispanic)	572	98.5%	558	98.4%	566	98.4%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	23	18
Common Branch	22	21	21
English Grade 8	23	21	26
Mathematics Grade 8	23	21	27
Science Grade 8	23	21	26
Social Studies Grade 8	23	21	26
English Grade 10	23	19	19
Mathematics Grade 10	22	21	20
Science Grade 10	0	0	0
Social Studies Grade 10	21	19	14

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	144	24.8%	185	32.6%	165	28.7%

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		95.9%		95.4%		96.2%
Student Suspensions	0	0.0%	6	1.0%	22	3.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	10.5%	10.6%	15.5%
Public Assistance	21-30%	31-40%	21-30%
Student Stability	93%	100%	76%

Staff Counts

Staff	2004-05
Total Teachers	49
Total Other Professional Staff	5
Total Paraprofessionals	NA
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*	32	26	33
	Regents Diplomas	18	21	30
	% Regents Diplomas	56%	81%	91%
	Regents Diplomas with Advanced Designation**			18
	% Regents Diplomas with Advanced Designation			55%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	4	4	6
	Regents Diplomas	0	1	0
	% Regents Diplomas	0%	25%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	0	2
All Students	Total Graduates*	36	30	39
	Regents Diplomas	18	22	30
	% Regents Diplomas	50%	73%	77%
	Regents Diplomas with Advanced Designation**			18
	% Regents Diplomas with Advanced Designation			46%
	IEP Diplomas or Local Certificates	2	0	2

* 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	9	18	2	2	2	0	0	0
	Percent	27%	55%	6%	6%	6%	0%	0%	0%
Students with Disabilities	Number	0	3	0	0	3	0	0	0
	Percent	0%	50%	0%	0%	50%	0%	0%	0%
All Students	Number	9	21	2	2	5	0	0	0
	Percent	23%	54%	5%	5%	13%	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.
General-Education Students	Dropped Out	0		1	0.7%	0	0.0%
	Entered GED Program*	1		2	1.4%	5	3.4%
	Total Noncompleters	1		3	2.1%	5	3.4%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		3	8.6%	0	0.0%
	Total Noncompleters	0		3	8.6%	0	0.0%
All Students	Dropped Out	0	0.0%	1	0.6%	0	0.0%
	Entered GED Program*	1	0.6%	5	2.8%	5	2.8%
	Total Noncompleters	1	0.6%	6	3.4%	5	2.8%

*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	23%	0%	26%
2-3	48%	0%	34%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	40	0	60
	Number of Students with Disabilities	10	0	5
	Number of All Students	50	0	65
	Percent of Enrollment	56%	0%	80%
6-8	Number of General-Education Students	85	0	130
	Number of Students with Disabilities	15	0	15
	Number of All Students	100	0	145
	Percent of Enrollment	70%	0%	99%
9-12	Number of General-Education Students	135	0	144
	Number of Students with Disabilities	15	0	16
	Number of All Students	150	0	160
	Percent of Enrollment	84%	0%	88%

(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%	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	36	97%	31	71%	41	95%

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	2	#	0	0%	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	0	0%	0	0%	4	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	2	#
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	2	#	5	100%	8	50%
Science	5	80%	3	#	1	#
Reading	1	#	4	#	2	#
Writing	1	#	4	#	1	#
Global Studies	1	#	4	#	6	17%
U.S. Hist & Gov't	1	#	2	#	4	#

(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	37	40	41	3	6	6
Number Scoring 55-100	34	37	37	#	3	3
Number Scoring 65-100	29	33	30	#	1	1
Number Scoring 85-100	14	5	10	#	0	0
Percentage of Tested Scoring 55-100	92%	93%	90%	#	50%	50%
Percentage of Tested Scoring 65-100	78%	82%	73%	#	17%	17%
Percentage of Tested Scoring 85-100	38%	12%	24%	#	0%	0%
Mathematics A						
Number Tested	55	45	40	1	5	3
Number Scoring 55-100	47	43	39	#	3	#
Number Scoring 65-100	42	37	32	#	1	#
Number Scoring 85-100	3	7	4	#	0	#
Percentage of Tested Scoring 55-100	85%	96%	97%	#	60%	#
Percentage of Tested Scoring 65-100	76%	82%	80%	#	20%	#
Percentage of Tested Scoring 85-100	5%	16%	10%	#	0%	#
Mathematics B						
Number Tested	0	19	37	0	0	1
Number Scoring 55-100	0	18	25	0	0	#
Number Scoring 65-100	0	14	19	0	0	#
Number Scoring 85-100	0	3	3	0	0	#
Percentage of Tested Scoring 55-100	0%	95%	68%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	74%	51%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	16%	8%	0%	0%	#
Global History and Geography						
Number Tested	45	40	41	4	5	5
Number Scoring 55-100	43	36	36	#	2	4
Number Scoring 65-100	37	35	31	#	2	4
Number Scoring 85-100	12	11	7	#	0	0
Percentage of Tested Scoring 55-100	96%	90%	88%	#	40%	80%
Percentage of Tested Scoring 65-100	82%	88%	76%	#	40%	80%
Percentage of Tested Scoring 85-100	27%	28%	17%	#	0%	0%
U.S. History and Government						
Number Tested	33	41	39	2	6	6
Number Scoring 55-100	33	39	35	#	4	3
Number Scoring 65-100	28	38	33	#	3	2
Number Scoring 85-100	9	18	14	#	0	0
Percentage of Tested Scoring 55-100	100%	95%	90%	#	67%	50%
Percentage of Tested Scoring 65-100	85%	93%	85%	#	50%	33%
Percentage of Tested Scoring 85-100	27%	44%	36%	#	0%	0%

(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	41	34	38	6	4	4
Number Scoring 55-100	40	33	33	5	#	#
Number Scoring 65-100	35	31	32	2	#	#
Number Scoring 85-100	8	8	7	0	#	#
Percentage of Tested Scoring 55-100	98%	97%	87%	83%	#	#
Percentage of Tested Scoring 65-100	85%	91%	84%	33%	#	#
Percentage of Tested Scoring 85-100	20%	24%	18%	0%	#	#
Physical Setting/Earth Science						
Number Tested	46	44	49	5	7	2
Number Scoring 55-100	40	38	43	3	6	#
Number Scoring 65-100	35	29	33	2	3	#
Number Scoring 85-100	6	3	7	0	0	#
Percentage of Tested Scoring 55-100	87%	86%	88%	60%	86%	#
Percentage of Tested Scoring 65-100	76%	66%	67%	40%	43%	#
Percentage of Tested Scoring 85-100	13%	7%	14%	0%	0%	#
Physical Setting/Chemistry						
Number Tested	15	17	21	0	0	0
Number Scoring 55-100	12	16	20	0	0	0
Number Scoring 65-100	8	11	15	0	0	0
Number Scoring 85-100	2	1	3	0	0	0
Percentage of Tested Scoring 55-100	80%	94%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	53%	65%	71%	0%	0%	0%
Percentage of Tested Scoring 85-100	13%	6%	14%	0%	0%	0%
Physical Setting/Physics						
Number Tested		5	6		0	0
Number Scoring 55-100		5	5		0	0
Number Scoring 65-100		4	4		0	0
Number Scoring 85-100		0	1		0	0
Percentage of Tested Scoring 55-100		100%	83%		0%	0%
Percentage of Tested Scoring 65-100		80%	67%		0%	0%
Percentage of Tested Scoring 85-100		0%	17%		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	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 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	28	16	20	0	0	0
Number Scoring 55-100	28	16	20	0	0	0
Number Scoring 65-100	26	16	20	0	0	0
Number Scoring 85-100	15	12	13	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	54%	75%	65%	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	35	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	37	3%	11%	51%	35%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	39	0%	41%	54%	5%
	Students with Disabilities	14	7%	64%	29%	0%
	All Students	53	2%	47%	47%	4%

(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	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	34	34	34	5	5	5	39	39	39
Number Scoring 55–64	2	0	0	1	1	3	3	1	3
Number Scoring 65–84	18	17	22	2	2	1	20	19	23
Number Scoring 85–100	12	14	12	0	0	0	12	14	12
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)