

New York State School Report Card Comprehensive Information Report

BEDS Code: 01-05-00-01-0007

Grade Range : 9-12

Name: Cohoes High School

Principal: Joseph Rajczak

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	192	211	173
Tenth	154	151	160
Eleventh	106	125	133
Twelfth	139	110	134
Ungraded Secondary	0	0	0
Total K-12 Enrollment	591	597	600

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1	0.2%	7	1.2%	7	1.2%
Black (Not Hispanic)	11	1.9%	14	2.3%	14	2.3%
Hispanic	7	1.2%	3	0.5%	5	0.8%
White (Not Hispanic)	572	96.8%	573	96.0%	574	95.7%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
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	17	24	26
Mathematics Grade 10	21	23	21
Science Grade 10	18	20	17
Social Studies Grade 10	19	20	20

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	15	2.5%	17	2.9%	17	2.8%
Eligible for Free Lunch	168	28.4%	168	28.1%	187	31.2%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		89.5%		89.4%		91.3%
Student Suspensions	97	15.5%	117	19.8%	110	18.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.3%	9.2%	11.7%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	100%	86%	97%

Staff Counts

Staff	2002–2003
Total Teachers	49
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	122	53	43%	100	42	42%	0	0	0%
Students with Disabilities	6	0	0%	7	0	0%	0	0	0%
All Students	128	53	41%	107	42	39%	0	0	0%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	0	0	0	0	0	0
Percent	0%	0%	0%	0%	0%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
0	0	0	0

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			1		1	
	Entered GED Program*			0		1	
	Total Noncompleters			1		2	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	23	3.9%	1	0.2%	1	0.2%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.2%
	Total Noncompleters	23	3.9%	1	0.2%	2	0.3%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		36	28
	Number of All Students		36	28
	Percent of Enrollment		6%	5%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	43	72%
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%	83	88%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	67%	1	#	1	#
Science	17	53%	0	0%	0	0%
Reading	2	#	1	#	1	#
Writing	5	80%	1	#	0	0%
Global Studies	4	#	1	#	0	0%
U.S. Hist & Gov't	7	71%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	4	#	0	0%
Science	3	#	2	#	0	0%
Reading	2	#	9	0%	0	0%
Writing	3	#	6	100%	0	0%
Global Studies	4	#	8	12%	0	0%
U.S. Hist & Gov't	6	17%	4	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	144	132	135	9	5	12
Number Scoring 55–100	134	118	104	8	2	4
Number Scoring 65–100	103	90	87	6	1	3
Number Scoring 85–100	15	31	25	0	0	0
Percentage of Tested Scoring 55–100	93%	89%	77%	89%	40%	33%
Percentage of Tested Scoring 65–100	72%	68%	64%	67%	20%	25%
Percentage of Tested Scoring 85–100	10%	23%	19%	0%	0%	0%
Mathematics A						
Number Tested	0	25	17	0	0	2
Number Scoring 55–100	0	13	14	0	0	#
Number Scoring 65–100	0	7	10	0	0	#
Number Scoring 85–100	0	2	5	0	0	#
Percentage of Tested Scoring 55–100	0%	52%	82%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	28%	59%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	8%	29%	0%	0%	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	164	143	150	6	18	17
Number Scoring 55–100	150	135	127	4	13	8
Number Scoring 65–100	122	103	101	2	3	3
Number Scoring 85–100	29	17	23	0	0	0
Percentage of Tested Scoring 55–100	91%	94%	85%	67%	72%	47%
Percentage of Tested Scoring 65–100	74%	72%	67%	33%	17%	18%
Percentage of Tested Scoring 85–100	18%	12%	15%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	103	143	129	9	7	12
Number Scoring 55–100	89	130	100	6	3	5
Number Scoring 65–100	73	106	76	5	2	1
Number Scoring 85–100	29	22	11	0	0	0
Percentage of Tested Scoring 55–100	86%	91%	78%	67%	43%	42%
Percentage of Tested Scoring 65–100	71%	74%	59%	56%	29%	8%
Percentage of Tested Scoring 85–100	28%	15%	9%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	117	136	138	8	14	16
Number Scoring 55–100	117	136	130	8	14	12
Number Scoring 65–100	108	130	119	5	12	6
Number Scoring 85–100	27	38	36	0	1	1
Percentage of Tested Scoring 55–100	100%	100%	94%	100%	100%	75%
Percentage of Tested Scoring 65–100	92%	96%	86%	62%	86%	38%
Percentage of Tested Scoring 85–100	23%	28%	26%	0%	7%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	29	36	42	0	0	0
Number Scoring 55–100	29	36	41	0	0	0
Number Scoring 65–100	28	34	40	0	0	0
Number Scoring 85–100	12	16	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	94%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	41%	44%	33%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		90	100		1	4
Number Scoring 55–100		70	86		#	#
Number Scoring 65–100		42	61		#	#
Number Scoring 85–100		4	9		#	#
Percentage of Tested Scoring 55–100		78%	86%		#	#
Percentage of Tested Scoring 65–100		47%	61%		#	#
Percentage of Tested Scoring 85–100		4%	9%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	23	27	30	0	0	0
Number Scoring 55–100	23	27	28	0	0	0
Number Scoring 65–100	23	27	28	0	0	0
Number Scoring 85–100	14	16	17	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	61%	59%	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	46	32	48	0	0	0
Number Scoring 55–100	46	32	47	0	0	0
Number Scoring 65–100	43	32	42	0	0	0
Number Scoring 85–100	21	21	20	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	100%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	46%	66%	42%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	129	123	0	1	4	0
Number Scoring 55–100	93	92	0	#	#	0
Number Scoring 65–100	80	75	0	#	#	0
Number Scoring 85–100	31	27	0	#	#	0
Percentage of Tested Scoring 55–100	72%	75%	0%	#	#	0%
Percentage of Tested Scoring 65–100	62%	61%	0%	#	#	0%
Percentage of Tested Scoring 85–100	24%	22%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	89	76	69	1	0	1
Number Scoring 55–100	60	64	57	#	0	#
Number Scoring 65–100	54	60	51	#	0	#
Number Scoring 85–100	22	28	27	#	0	#
Percentage of Tested Scoring 55–100	67%	84%	83%	#	0%	#
Percentage of Tested Scoring 65–100	61%	79%	74%	#	0%	#
Percentage of Tested Scoring 85–100	25%	37%	39%	#	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	89	89%	59	98%	5	20%
Students with Disabilities	11	100%	8	100%	1	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	126	126	126	12	12	12	138	138	138
Number Scoring 55–64	12	16	6	2	1	2	14	17	8
Number Scoring 65–84	75	75	79	1	1	2	76	76	81
Number Scoring 85–100	30	20	32	0	0	0	30	20	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)