

# New York State School Report Card Comprehensive Information Report

BEDS Code: 54-11-02-06-0002  
 Name: Cobleskill-Richmondville High School  
 Principal: William R. Downs

Grade Range : 9-12

## 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	170	193	181
Tenth	150	168	192
Eleventh	184	156	159
Twelfth	162	153	153
Ungraded Secondary	0	0	0
Total K-12 Enrollment	666	670	685

## 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	7	1.1%	3	0.4%	3	0.4%
Black (Not Hispanic)	13	2.0%	12	1.8%	12	1.8%
Hispanic	8	1.2%	9	1.3%	13	1.9%
White (Not Hispanic)	638	95.8%	646	96.4%	657	95.9%

## 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	19	18	19
Mathematics Grade 10	17	17	22
Science Grade 10	16	17	17
Social Studies Grade 10	16	17	18

(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
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher 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	0	0.0%	0	0.0%	2	0.3%
Eligible for Free Lunch	118	17.7%	85	12.7%	131	19.1%

### 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		93.2%		93.0%		93.5%
Student Suspensions	54	7.9%	96	14.4%	51	7.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.4%	6.4%	9.8%
Public Assistance	11-20%	21-30%	31-40%
Student Stability	95%	99%	95%

### Staff Counts

Staff	2002–2003
Total Teachers	50
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	127	76	60%	139	71	51%	127	71	56%
Students with Disabilities	14	0	0%	1	0	0%	16	2	12%
All Students	141	76	54%	140	71	51%	143	73	51%

\*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	85	25	0	7	21	5
Percent	59%	17%	0%	5%	15%	3%

## 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)
16	2	3	19

\*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			12		6	
	Entered GED Program*			6		6	
	Total Noncompleters			18		12	
Students with Disabilities	Dropped Out			1		6	
	Entered GED Program*			0		1	
	Total Noncompleters			1		7	
All Students	Dropped Out	32	4.8%	13	1.9%	12	1.8%
	Entered GED Program*	11	1.7%	6	0.9%	7	1.0%
	Total Noncompleters	43	6.5%	19	2.8%	19	2.8%

\*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		138	0
	Number of Students with Disabilities		40	0
	Number of All Students		178	0
	Percent of Enrollment		27%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	36	97%	0	0%	0	0%
German	28	57%	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	88	78%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	0	0%	0	0%
German	2	#	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	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	0	0%	8	100%	0	0%
Science	0	0%	3	#	1	#
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	0	0%
Global Studies	1	#	12	75%	1	#
U.S. Hist & Gov't	8	50%	4	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	1	#
Science	1	#	1	#	4	#
Reading	0	0%	0	0%	9	100%
Writing	0	0%	1	#	6	100%
Global Studies	5	80%	0	0%	4	#
U.S. Hist & Gov't	3	#	1	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	149	135	147	12	7	13
Number Scoring 55–100	148	121	138	11	4	9
Number Scoring 65–100	134	101	129	5	2	6
Number Scoring 85–100	38	57	58	0	0	0
Percentage of Tested Scoring 55–100	99%	90%	94%	92%	57%	69%
Percentage of Tested Scoring 65–100	90%	75%	88%	42%	29%	46%
Percentage of Tested Scoring 85–100	26%	42%	39%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	44	159	0	1	9
Number Scoring 55–100	0	18	149	0	#	7
Number Scoring 65–100	0	2	135	0	#	6
Number Scoring 85–100	0	0	46	0	#	0
Percentage of Tested Scoring 55–100	0%	41%	94%	0%	#	78%
Percentage of Tested Scoring 65–100	0%	5%	85%	0%	#	67%
Percentage of Tested Scoring 85–100	0%	0%	29%	0%	#	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	164	152	182	17	1	10
Number Scoring 55–100	158	141	166	14	#	8
Number Scoring 65–100	137	115	142	8	#	5
Number Scoring 85–100	51	27	55	0	#	0
Percentage of Tested Scoring 55–100	96%	93%	91%	82%	#	80%
Percentage of Tested Scoring 65–100	84%	76%	78%	47%	#	50%
Percentage of Tested Scoring 85–100	31%	18%	30%	0%	#	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	144	139	144	8	7	11
Number Scoring 55–100	140	133	143	5	6	11
Number Scoring 65–100	130	114	137	4	3	10
Number Scoring 85–100	66	49	76	0	0	3
Percentage of Tested Scoring 55–100	97%	96%	99%	62%	86%	100%
Percentage of Tested Scoring 65–100	90%	82%	95%	50%	43%	91%
Percentage of Tested Scoring 85–100	46%	35%	53%	0%	0%	27%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	141	149	165	11	2	5
Number Scoring 55–100	141	147	163	11	#	5
Number Scoring 65–100	139	145	153	11	#	4
Number Scoring 85–100	45	39	49	0	#	0
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	#	100%
Percentage of Tested Scoring 65–100	99%	97%	93%	100%	#	80%
Percentage of Tested Scoring 85–100	32%	26%	30%	0%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	98	156	131	5	0	17
Number Scoring 55–100	95	148	121	5	0	9
Number Scoring 65–100	88	141	108	3	0	5
Number Scoring 85–100	49	68	47	2	0	0
Percentage of Tested Scoring 55–100	97%	95%	92%	100%	0%	53%
Percentage of Tested Scoring 65–100	90%	90%	82%	60%	0%	29%
Percentage of Tested Scoring 85–100	50%	44%	36%	40%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		100	86		2	3
Number Scoring 55–100		92	77		#	#
Number Scoring 65–100		66	62		#	#
Number Scoring 85–100		10	15		#	#
Percentage of Tested Scoring 55–100		92%	90%		#	#
Percentage of Tested Scoring 65–100		66%	72%		#	#
Percentage of Tested Scoring 85–100		10%	17%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	45	12	26	0	1	1
Number Scoring 55–100	44	12	26	0	#	#
Number Scoring 65–100	43	11	26	0	#	#
Number Scoring 85–100	15	3	16	0	#	#
Percentage of Tested Scoring 55–100	98%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	96%	92%	100%	0%	#	#
Percentage of Tested Scoring 85–100	33%	25%	62%	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	35	15	10	0	0	0
Number Scoring 55–100	35	15	10	0	0	0
Number Scoring 65–100	34	15	9	0	0	0
Number Scoring 85–100	14	7	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	47%	60%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	73	41	62	0	0	0
Number Scoring 55–100	73	41	62	0	0	0
Number Scoring 65–100	71	41	62	0	0	0
Number Scoring 85–100	44	23	38	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	60%	56%	61%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	128	133	0	4	3	0
Number Scoring 55–100	117	114	0	#	#	0
Number Scoring 65–100	110	95	0	#	#	0
Number Scoring 85–100	50	42	0	#	#	0
Percentage of Tested Scoring 55–100	91%	86%	0%	#	#	0%
Percentage of Tested Scoring 65–100	86%	71%	0%	#	#	0%
Percentage of Tested Scoring 85–100	39%	32%	0%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	83	83	75	0	0	2
Number Scoring 55–100	80	80	70	0	0	#
Number Scoring 65–100	73	74	67	0	0	#
Number Scoring 85–100	43	42	38	0	0	#
Percentage of Tested Scoring 55–100	96%	96%	93%	0%	0%	#
Percentage of Tested Scoring 65–100	88%	89%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	52%	51%	51%	0%	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	62	98%	84	100%	38	95%
Students with Disabilities	15	87%	5	100%	7	71%

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
<b>Nov 2002</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 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%

(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
<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

## 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	125	125	125	21	21	21	146	146	146
Number Scoring 55–64	12	13	1	2	6	0	14	19	1
Number Scoring 65–84	64	59	73	8	6	11	72	65	84
Number Scoring 85–100	45	45	48	2	2	2	47	47	50
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)