

541102-06-0000

The New York State School District Report Card
for
Cobleskill-Richmondville Central School District

An Overview of Academic Performance



March 2002



The University of the State of New York
The State Education Department

March 27, 2002

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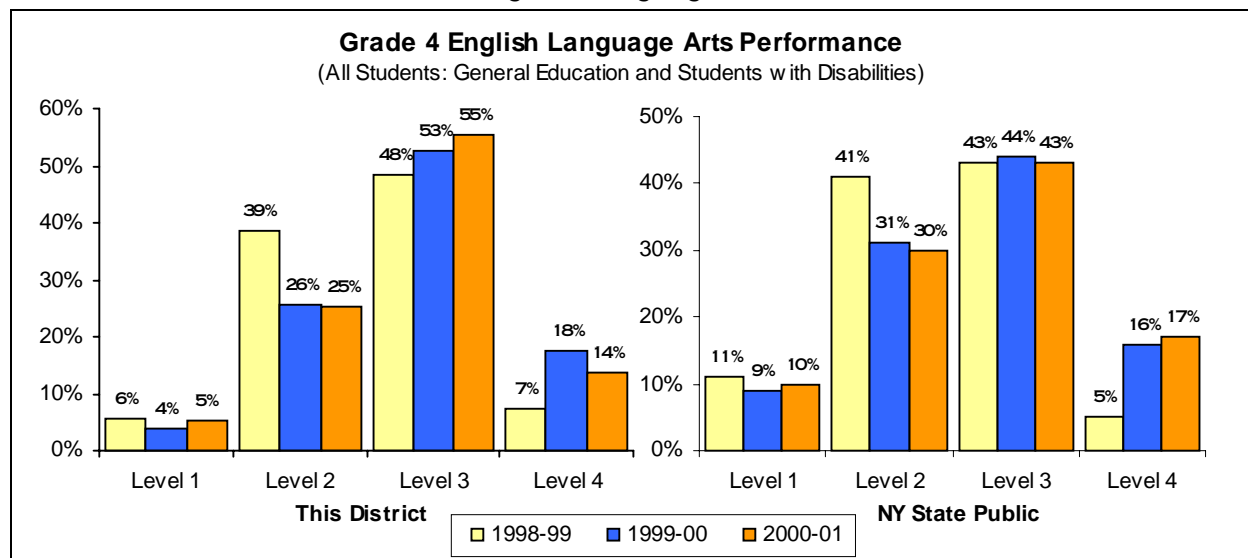
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**School Report Card Coordinator
Information, Reporting, and Technology Services Team
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New York State Education Department
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e-mail: RPTCARD@mail.nysed.gov

Elementary Level English Language Arts



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
Jan 1999	General Education		0	0	6	52	81	13	152	654
	Students with Disabilities	0	0	0	4	16	4	0	24	626
	All Students	0	0	0	10	68	85	13	176	650
Jan 2000	General Education		0	0	3	34	91	31	159	666
	Students with Disabilities	1	0	0	4	11	1	0	16	623
	All Students	1	0	0	7	45	92	31	175	662
Jan 2001	General Education		0	0	5	37	84	23	149	663
	Students with Disabilities	4	0	0	4	5	8	0	17	632
	All Students	4	0	0	9	42	92	23	166	660

Grade 4 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 692 to 800 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 645 to 691 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 603 to 644 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 455 to 602 are in this level.

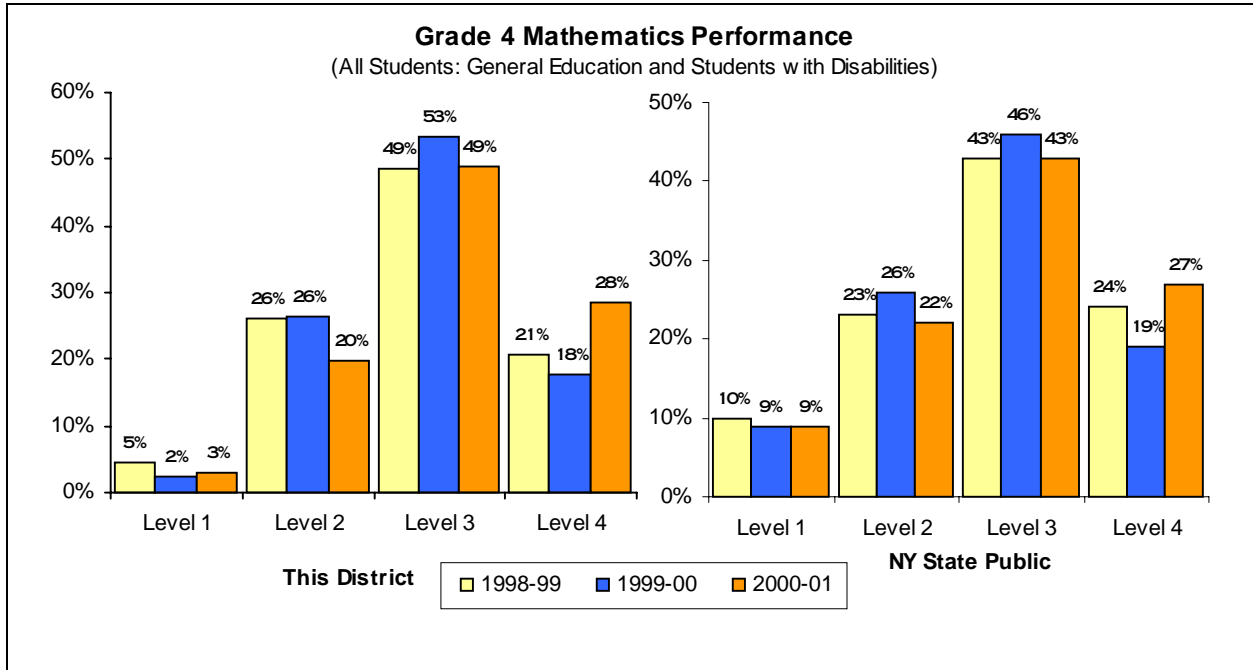
Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
January 2001	0	0

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - 2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.
 - 3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Mathematics

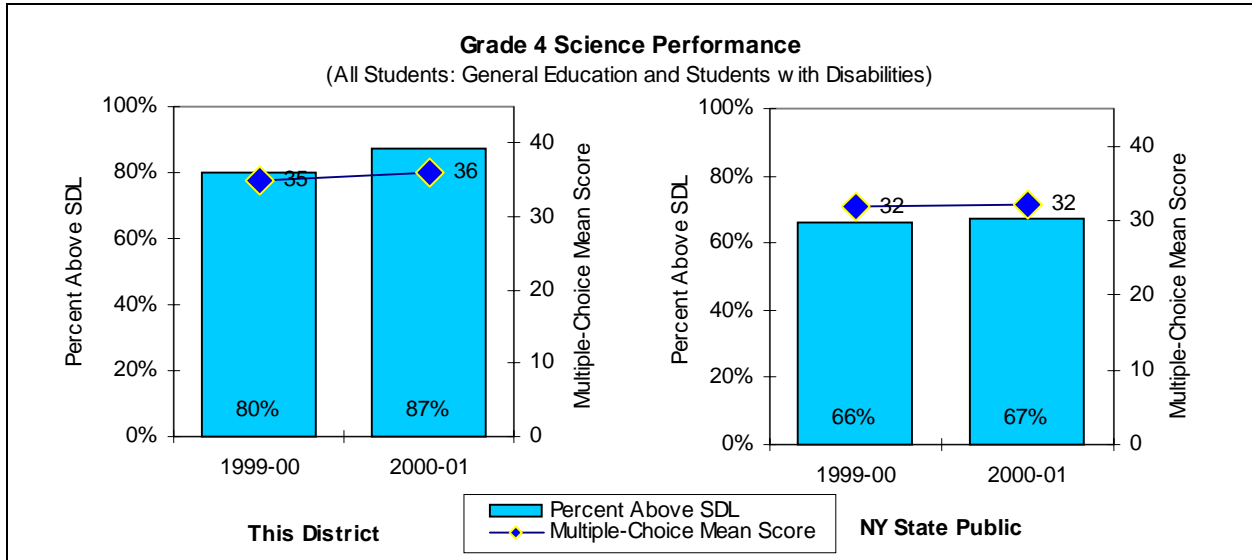


Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	0	4	32	80	36	152	659
	Students with Disabilities	2	0	0	4	13	4	0	21	618
	All Students	2	0	0	8	45	84	36	173	654
May 2000	General Education		0	0	3	35	88	31	157	657
	Students with Disabilities	0	0	0	1	11	5	0	17	630
	All Students	0	0	0	4	46	93	31	174	654
May 2001	General Education		0	0	2	24	74	45	145	663
	Students with Disabilities	4	0	0	3	8	5	1	17	629
	All Students	4	0	0	5	32	79	46	162	660

Grade 4 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 678 to 810 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 637 to 677 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 602 to 636 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 448 to 601 are in this level.

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - 2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.
 - 3 These students were enrolled at the time of testing but were not present to complete some part of this mathematics assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Science



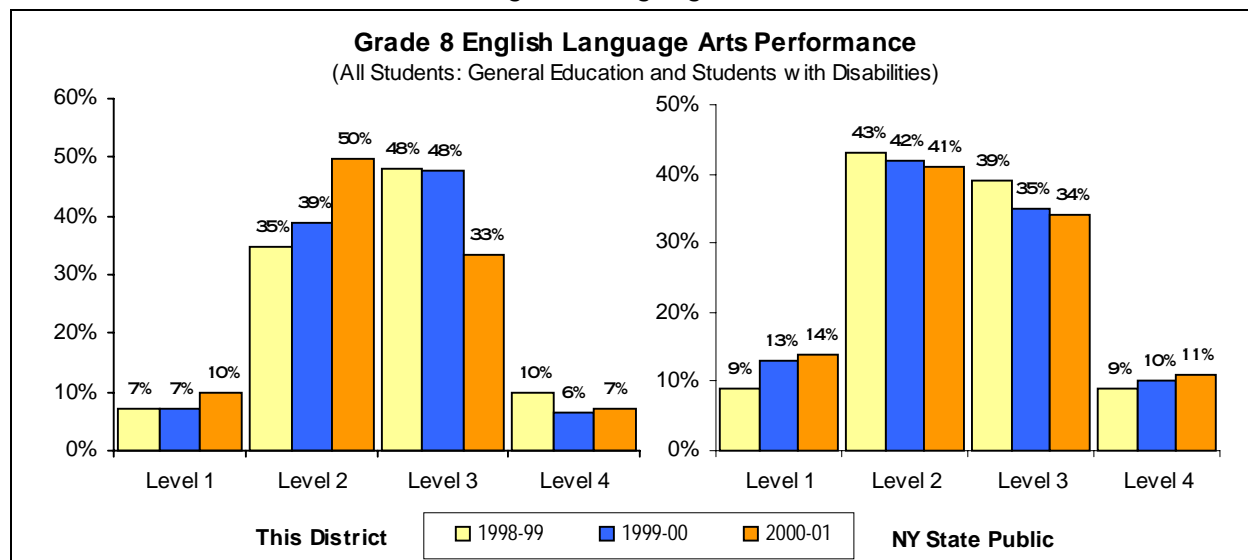
Performance at This District		Counts of Students					School Mean Scores		
		Not Tested			Multiple-Choice Test Component		Performance Component	Mult.-Choice	Performance
		AA ¹	ELL ²	Absent ³	Tested	Above SDL			
May 2000	General Education		0	0	158	131	158	36	34
	Students with Disabilities	0	0	0	17	9	17	29	29
	All Students	0	0	0	175	140	175	35	33
May 2001	General Education		0	0	145	133	145	37	34
	Students with Disabilities	4	0	0	17	8	17	30	31
	All Students	4	0	0	162	141	162	36	34

Grade 4 Science - Knowledge, Reasoning, and Problem-Solving Standards

Multiple-Choice Test Component	This component is 45 multiple-choice questions based upon the New York State <i>Elementary Science Syllabus</i> , and referenced to the New York State <i>Learning Standards for Mathematics, Science and Technology</i> (Elementary Level). Of the 45 questions, 17 reference Physical Setting; 17 reference Living Environment; 8 reference Scientific Inquiry; and 3 reference Mathematics.
State Designated Level (SDL)	Students who correctly answer fewer than 30 of the 45 questions of the Multiple-Choice Test Component must receive academic intervention services (AIS) in the following term of instruction.
Performance Component	This component involves performance of hands-on tasks at 5 stations. The stations are named <i>Liquids</i> , <i>Grouping Objects</i> , <i>Ball and Ramp Game</i> , <i>Magnetic and Electrical Testing</i> , and <i>Unknown Object</i> . All tested students work at the <i>Ball and Ramp Game</i> . Approximately half the students work on <i>Liquids</i> and <i>Grouping Objects</i> and the other half work on <i>Magnetic and Electrical Testing</i> and <i>Unknown Object</i> . Schools use a statistically randomized procedure to assign students to these stations.
School Mean Scores	For the multiple-choice test component, this is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45. For the performance component, the mean scores for the stations are added together to arrive at the school mean score. If all tested students received perfect scores, this score would be 49.

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - 2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.
 - 3 These students were enrolled at the time of testing but did not complete any part of this science assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Middle Level English Language Arts



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA ¹	ELL ²	Absent	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	1	3	42	74	16	135	710
	Students with Disabilities	0	0	0	9	15	5	0	29	675
	All Students	0	0	1	12	57	79	16	164	704
May 2000	General Education		0	2	1	51	78	11	141	706
	Students with Disabilities	7	0	1	11	15	3	0	29	672
	All Students	7	0	3	12	66	81	11	170	701
May 2001	General Education		0	1	5	76	58	13	152	701
	Students with Disabilities	8	0	5	13	15	3	0	31	669
	All Students	8	0	6	18	91	61	13	183	696

Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 739 to 830 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 701 to 738 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 662 to 700 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 527 to 661 are in this level.

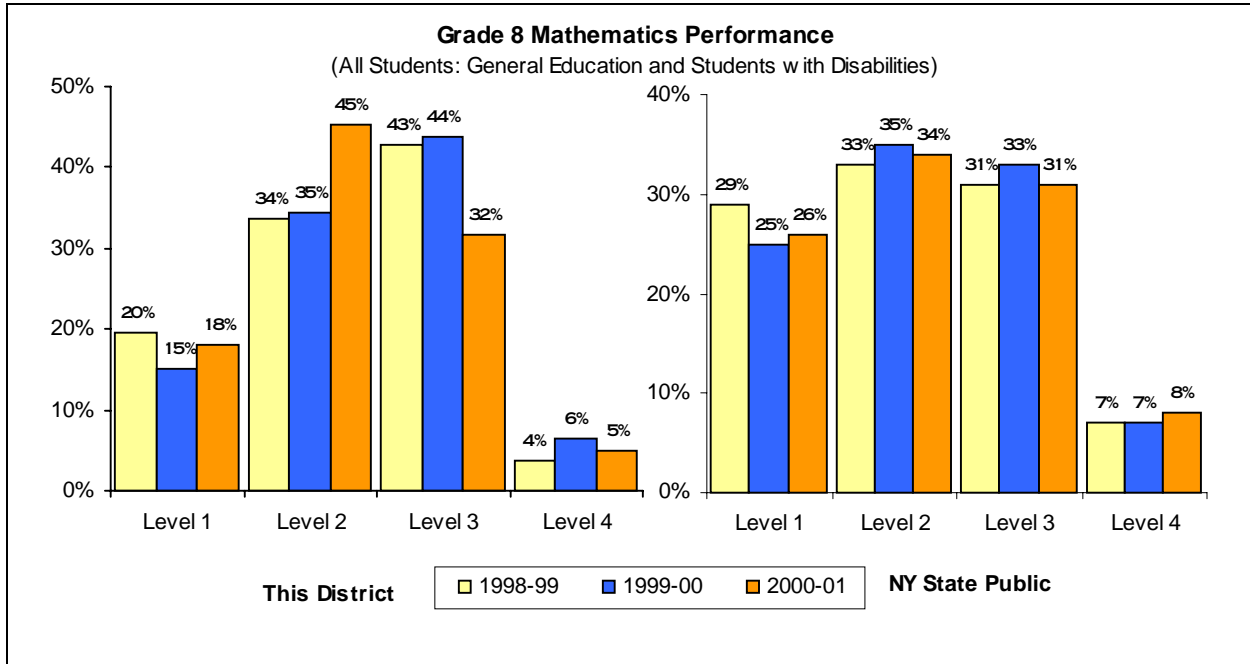
Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2001	0	0

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - 2 These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.
 - 3 These students were enrolled at the time of testing but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Middle Level Mathematics



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	4	12	49	67	6	134	719
	Students with Disabilities	0	0	1	20	6	3	0	29	671
	All Students	0	0	5	32	55	70	6	163	710
May 2000	General Education		0	1	9	50	72	11	142	721
	Students with Disabilities	7	0	1	17	9	3	0	29	678
	All Students	7	0	2	26	59	75	11	171	713
May 2001	General Education		0	2	18	67	58	9	152	714
	Students with Disabilities	12	0	1	15	16	0	0	31	671
	All Students	12	0	3	33	83	58	9	183	706

Grade 8 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 760 to 882 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 716 to 759 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 681 to 715 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 517 to 680 are in this level.

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/reprcrd2002/similar.html>

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

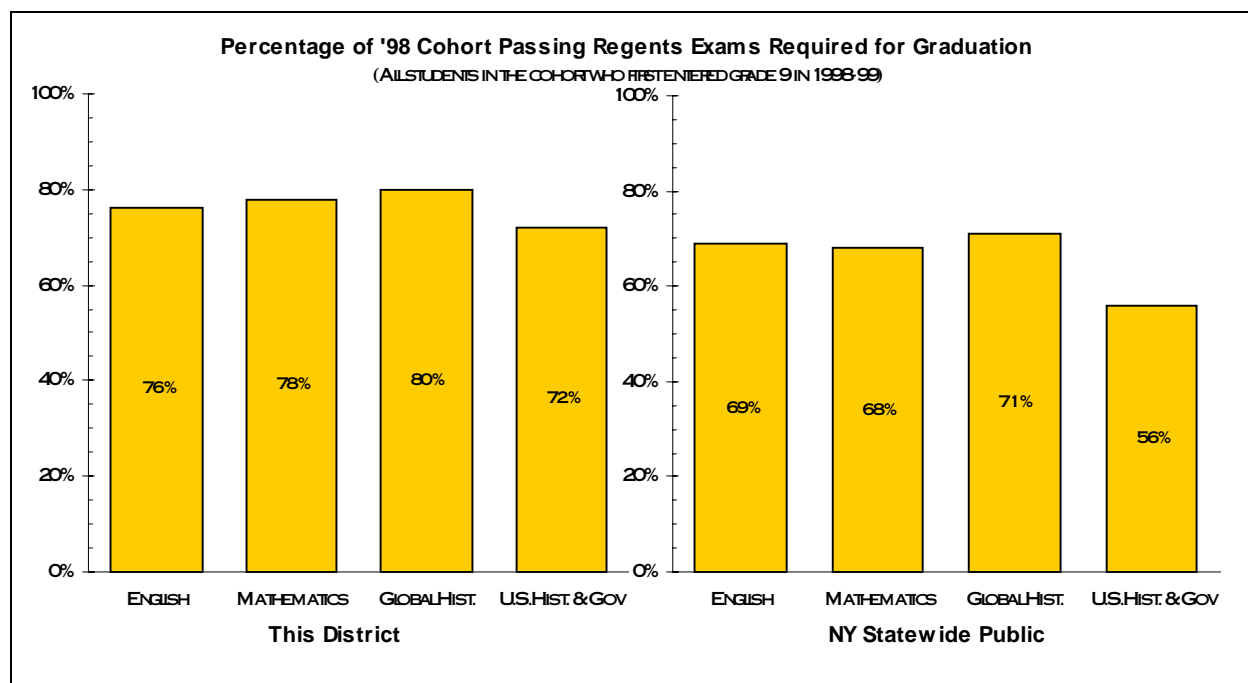
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of the mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

High School Achievement - After Three Years of Instruction

This section presents the success of students on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results for these students after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



Requirement	Student Category	Students in Cohort ¹	Highest Score ² From 55 To 64	Highest Score ² From 65 To 84	Highest Score ² From 85 To 100	Approved Alternative Credit
English (after 3 years)	General Education	143	9	81	36	0
	Students w/ Disabilities	18	4	5	0	0
	All Students	161	13	86	36	0
Mathematics (after 3 years)	General Education	143	13	53	65	0
	Students w/ Disabilities	18	1	5	3	0
	All Students	161	14	58	68	0
Global History (after 3 years)	General Education	143	9	74	44	0
	Students w/ Disabilities	18	1	10	0	0
	All Students	161	10	84	44	0
U.S. Hist. & Gov. (after 3 years)	General Education	143	11	48	59	0
	Students w/ Disabilities	18	0	8	1	0
	All Students	161	11	56	60	0

¹ Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

² Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "All Students" category.

School District Profile

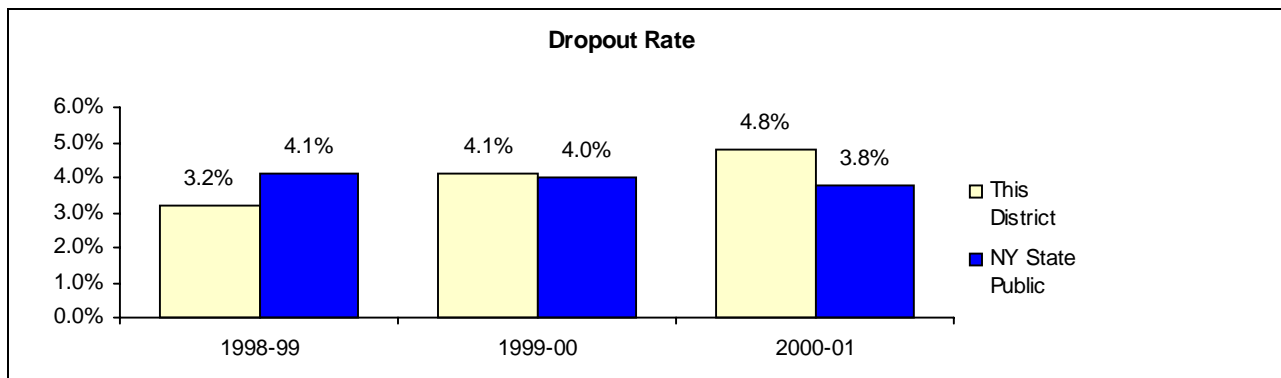
Superintendent: Mr. Samuel A. Shevat			Phone: (518)234-4032	
Organization 2000-01		School District Staff ¹ (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-12	2,212	187	28	47

1999-00 School District Total Expenditure per Pupil	\$11,128
1999-00 NY State Public Schools Total Expenditure per Pupil	\$11,040

Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	187
Kindergarten	152	Grade 8	192
Grade 1	162	Grade 9	170
Grade 2	159	Grade 10	150
Grade 3	174	Grade 11	184
Grade 4	162	Grade 12	162
Grade 5	164	Ungraded Elementary with Disabilities	17
Grade 6	177	Ungraded Secondary with Disabilities	0

Student Demographics	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	4	0.2%	2	0.1%	3	0.1%
Eligible For Free Lunch	416	18.1%	368	16.3%	491	22.2%

Need to Resource Capacity (N/RC) Group	The State Education Department assigns each school district to a comparison group based on student demographics and the resource capacity of the district. This district is in N/RC Group 5. This district has average needs relative to local resource capacity.
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A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.

¹ Some district-employed staff serve in more than one school. These shared people are included in counts reported here.