

New York State School Report Card Comprehensive Information Report

BEDS Code: 19-05-01-04-0001
 Name: Cossackie-Athens High School
 Principal: James Maxwell

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	134	139	166
Tenth	131	111	109
Eleventh	119	108	98
Twelfth	103	131	118
Ungraded Secondary	10	0	0
Total K-12 Enrollment	497	489	491

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%	1	0.2%	3	0.6%
Black (Not Hispanic)	9	1.8%	15	3.1%	15	3.1%
Hispanic	13	2.6%	14	2.9%	6	1.2%
White (Not Hispanic)	474	95.4%	459	93.9%	467	95.1%

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	21	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	20	17
Mathematics Grade 10	9	0	10
Science Grade 10	24	27	19
Social Studies Grade 10	16	16	17

(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
49	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 lower 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%	0	0.0%
Eligible for Free Lunch	33	6.6%	46	9.4%	28	5.7%

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		94.8%		93.9%		95.2%
Student Suspensions	36	7.5%	44	8.8%	22	4.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.8%	3.9%	2.9%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	93%	75%	85%

Staff Counts

Staff	2002–2003
Total Teachers	41
Total Other Professional Staff	5
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	85	43	51%	94	50	53%	102	52	51%
Students with Disabilities	1	0	0%	4	0	0%	6	0	0%
All Students	86	43	50%	98	50	51%	108	52	48%

*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	33	55	0	7	13	0
Percent	31%	51%	0%	6%	12%	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)
6	0	2	8

*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			16		7	
	Entered GED Program*			12		4	
	Total Noncompleters			28		11	
Students with Disabilities	Dropped Out			7		4	
	Entered GED Program*			2		0	
	Total Noncompleters			9		4	
All Students	Dropped Out	9	1.8%	23	4.7%	11	2.2%
	Entered GED Program*	14	2.8%	14	2.9%	4	0.8%
	Total Noncompleters	23	4.6%	37	7.6%	15	3.1%

*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		439	439
	Number of Students with Disabilities		48	52
	Number of All Students		487	491
	Percent of Enrollment		100%	100%

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%	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%

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	0	0%	1	#	0	0%
Science	2	#	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	7	71%	0	0%	0	0%
U.S. Hist & Gov't	7	71%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	57%	18	72%	9	56%
Science	16	50%	18	83%	2	#
Reading	2	#	4	#	7	86%
Writing	0	0%	4	#	6	67%
Global Studies	5	40%	3	#	5	60%
U.S. Hist & Gov't	3	#	3	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	131	208	104	5	12	9
Number Scoring 55–100	121	186	89	2	6	4
Number Scoring 65–100	93	152	78	0	2	3
Number Scoring 85–100	12	51	37	0	0	0
Percentage of Tested Scoring 55–100	92%	89%	86%	40%	50%	44%
Percentage of Tested Scoring 65–100	71%	73%	75%	0%	17%	33%
Percentage of Tested Scoring 85–100	9%	25%	36%	0%	0%	0%
Mathematics A						
Number Tested	0	10	118	0	2	6
Number Scoring 55–100	0	4	94	0	#	1
Number Scoring 65–100	0	1	70	0	#	1
Number Scoring 85–100	0	1	5	0	#	0
Percentage of Tested Scoring 55–100	0%	40%	80%	0%	#	17%
Percentage of Tested Scoring 65–100	0%	10%	59%	0%	#	17%
Percentage of Tested Scoring 85–100	0%	10%	4%	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	124	102	122	8	9	14
Number Scoring 55–100	123	92	106	7	6	10
Number Scoring 65–100	112	83	101	4	5	9
Number Scoring 85–100	50	28	35	0	0	0
Percentage of Tested Scoring 55–100	99%	90%	87%	88%	67%	71%
Percentage of Tested Scoring 65–100	90%	81%	83%	50%	56%	64%
Percentage of Tested Scoring 85–100	40%	27%	29%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	124	128	104	7	12	6
Number Scoring 55–100	109	123	99	1	11	5
Number Scoring 65–100	100	107	92	1	7	4
Number Scoring 85–100	37	26	39	0	0	1
Percentage of Tested Scoring 55–100	88%	96%	95%	14%	92%	83%
Percentage of Tested Scoring 65–100	81%	84%	88%	14%	58%	67%
Percentage of Tested Scoring 85–100	30%	20%	38%	0%	0%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	105	91	75	12	5	10
Number Scoring 55–100	102	91	73	9	5	9
Number Scoring 65–100	100	89	71	8	4	8
Number Scoring 85–100	30	42	15	0	1	0
Percentage of Tested Scoring 55–100	97%	100%	97%	75%	100%	90%
Percentage of Tested Scoring 65–100	95%	98%	95%	67%	80%	80%
Percentage of Tested Scoring 85–100	29%	46%	20%	0%	20%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	72	86	27	2	1	0
Number Scoring 55–100	47	69	22	#	#	0
Number Scoring 65–100	28	51	15	#	#	0
Number Scoring 85–100	6	5	1	#	#	0
Percentage of Tested Scoring 55–100	65%	80%	81%	#	#	0%
Percentage of Tested Scoring 65–100	39%	59%	56%	#	#	0%
Percentage of Tested Scoring 85–100	8%	6%	4%	#	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		81	80		0	0
Number Scoring 55–100		76	71		0	0
Number Scoring 65–100		55	48		0	0
Number Scoring 85–100		7	12		0	0
Percentage of Tested Scoring 55–100		94%	89%		0%	0%
Percentage of Tested Scoring 65–100		68%	60%		0%	0%
Percentage of Tested Scoring 85–100		9%	15%		0%	0%
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	15	24	12	0	0	0
Number Scoring 55–100	14	22	11	0	0	0
Number Scoring 65–100	12	22	9	0	0	0
Number Scoring 85–100	2	4	5	0	0	0
Percentage of Tested Scoring 55–100	93%	92%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	92%	75%	0%	0%	0%
Percentage of Tested Scoring 85–100	13%	17%	42%	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	73	63	40	0	0	0
Number Scoring 55–100	73	61	40	0	0	0
Number Scoring 65–100	73	61	39	0	0	0
Number Scoring 85–100	34	26	25	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	41%	62%	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	133	96	20	0	0	0
Number Scoring 55–100	109	63	10	0	0	0
Number Scoring 65–100	91	56	4	0	0	0
Number Scoring 85–100	17	18	0	0	0	0
Percentage of Tested Scoring 55–100	82%	66%	50%	0%	0%	0%
Percentage of Tested Scoring 65–100	68%	58%	20%	0%	0%	0%
Percentage of Tested Scoring 85–100	13%	19%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	51	98	79	0	0	0
Number Scoring 55–100	37	53	50	0	0	0
Number Scoring 65–100	33	42	39	0	0	0
Number Scoring 85–100	13	12	13	0	0	0
Percentage of Tested Scoring 55–100	73%	54%	63%	0%	0%	0%
Percentage of Tested Scoring 65–100	65%	43%	49%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	12%	16%	0%	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	36	94%	21	100%	17	100%
Students with Disabilities	10	80%	8	100%	4	#

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	2	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	4	#	#	#	#

(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	101	101	101	11	11	11	112	112	112
Number Scoring 55–64	1	5	3	2	2	0	3	7	3
Number Scoring 65–84	46	65	64	4	2	6	50	67	70
Number Scoring 85–100	48	24	29	0	0	0	48	24	29
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)