

# 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	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	44	46	38
First	39	44	50
Second	44	42	42
Third	48	47	42
Fourth	56	45	44
Fifth	43	57	45
Sixth	44	42	53
Ungraded Elementary	0	7	0
Seventh	50	47	39
Eighth	39	45	50
Ninth	47	54	52
Tenth	47	37	47
Eleventh	47	45	34
Twelfth	34	38	45
Ungraded Secondary	0	8	0
Total K-12 Enrollment	582	604	581

## 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	2	0.3%	2	0.3%	2	0.3%
Black (Not Hispanic)	4	0.7%	4	0.7%	6	1.0%
Hispanic	0	0.0%	0	0.0%	1	0.2%
White (Not Hispanic)	576	99.0%	598	99.0%	572	98.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	23	19
Common Branch	23	22	22
English Grade 8	19	22	23
Mathematics Grade 8	19	22	23
Science Grade 8	19	22	23
Social Studies Grade 8	19	22	23
English Grade 10	22	17	23
Mathematics Grade 10	21	25	22
Science Grade 10	0	0	0
Social Studies Grade 10	20	18	21

(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. Assessment results and accountability measures for schools in this group are compared with similar 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

	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	163	28.0%	168	27.8%	144	24.8%

### 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		96.2%		95.6%		95.9%
Student Suspensions	6	1.0%	21	3.6%	0	0.0%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.9%	9.9%	10.5%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	100%	93%

### Staff Counts

Staff	2002–2003
Total Teachers	49
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	31	10	32%	28	19	68%	32	18	56%
Students with Disabilities	0	0	0%	3	0	0%	4	0	0%
All Students	31	10	32%	31	19	61%	36	18	50%

\*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	9	16	3	3	5	0
Percent	25%	44%	8%	8%	14%	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)
4	0	2	6

\*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			0		0	
	Entered GED Program*			5		1	
	Total Noncompleters			5		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	6	3.4%	5	2.8%	1	0.6%
	Total Noncompleters	6	3.4%	5	2.8%	1	0.6%

\*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		54%	23%
2-3		55%	48%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		60	40
	Number of Students with Disabilities		15	10
	Number of All Students		75	50
	Percent of Enrollment		72%	56%
6-8	Number of General-Education Students		65	85
	Number of Students with Disabilities		10	15
	Number of All Students		75	100
	Percent of Enrollment		54%	70%
9-12	Number of General-Education Students		85	135
	Number of Students with Disabilities		15	15
	Number of All Students		100	150
	Percent of Enrollment		56%	84%

## 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	32	88%	36	86%	36	97%

### 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%	2	#

(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%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	3	#	0	0%	2	#
Science	0	0%	0	0%	5	80%
Reading	0	0%	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	34	35	37	3	3	3
Number Scoring 55–100	34	33	34	#	#	#
Number Scoring 65–100	30	27	29	#	#	#
Number Scoring 85–100	11	9	14	#	#	#
Percentage of Tested Scoring 55–100	100%	94%	92%	#	#	#
Percentage of Tested Scoring 65–100	88%	77%	78%	#	#	#
Percentage of Tested Scoring 85–100	32%	26%	38%	#	#	#
<b>Mathematics A</b>						
Number Tested	38	49	55	5	6	1
Number Scoring 55–100	23	36	47	1	4	#
Number Scoring 65–100	20	20	42	1	2	#
Number Scoring 85–100	7	2	3	0	0	#
Percentage of Tested Scoring 55–100	61%	73%	85%	20%	67%	#
Percentage of Tested Scoring 65–100	53%	41%	76%	20%	33%	#
Percentage of Tested Scoring 85–100	18%	4%	5%	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	41	36	45	6	2	4
Number Scoring 55–100	40	35	43	6	#	#
Number Scoring 65–100	37	29	37	6	#	#
Number Scoring 85–100	20	6	12	4	#	#
Percentage of Tested Scoring 55–100	98%	97%	96%	100%	#	#
Percentage of Tested Scoring 65–100	90%	81%	82%	100%	#	#
Percentage of Tested Scoring 85–100	49%	17%	27%	67%	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	34	40	33	3	5	2
Number Scoring 55–100	32	37	33	#	5	#
Number Scoring 65–100	27	35	28	#	5	#
Number Scoring 85–100	14	9	9	#	0	#
Percentage of Tested Scoring 55–100	94%	93%	100%	#	100%	#
Percentage of Tested Scoring 65–100	79%	88%	85%	#	100%	#
Percentage of Tested Scoring 85–100	41%	23%	27%	#	0%	#

(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	40	35	41	6	2	6
Number Scoring 55–100	39	35	40	6	#	5
Number Scoring 65–100	37	32	35	6	#	2
Number Scoring 85–100	7	12	8	0	#	0
Percentage of Tested Scoring 55–100	97%	100%	98%	100%	#	83%
Percentage of Tested Scoring 65–100	93%	91%	85%	100%	#	33%
Percentage of Tested Scoring 85–100	17%	34%	20%	0%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	43	40	46	3	4	5
Number Scoring 55–100	37	35	40	#	#	3
Number Scoring 65–100	32	28	35	#	#	2
Number Scoring 85–100	6	12	6	#	#	0
Percentage of Tested Scoring 55–100	86%	88%	87%	#	#	60%
Percentage of Tested Scoring 65–100	74%	70%	76%	#	#	40%
Percentage of Tested Scoring 85–100	14%	30%	13%	#	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		13	15		0	0
Number Scoring 55–100		13	12		0	0
Number Scoring 65–100		5	8		0	0
Number Scoring 85–100		0	2		0	0
Percentage of Tested Scoring 55–100		100%	80%		0%	0%
Percentage of Tested Scoring 65–100		38%	53%		0%	0%
Percentage of Tested Scoring 85–100		0%	13%		0%	0%
<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	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 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	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 Hebrew</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 Spanish</b>						
Number Tested	24	18	28	0	0	0
Number Scoring 55–100	24	18	28	0	0	0
Number Scoring 65–100	24	18	26	0	0	0
Number Scoring 85–100	17	9	15	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	71%	50%	54%	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	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>Sequential Mathematics, Course III</b>						
Number Tested	25	14	22	0	0	0
Number Scoring 55–100	22	14	21	0	0	0
Number Scoring 65–100	22	11	19	0	0	0
Number Scoring 85–100	11	2	6	0	0	0
Percentage of Tested Scoring 55–100	88%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	79%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	44%	14%	27%	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	0	0%	26	96%	20	75%
Students with Disabilities	0	0%	4	#	5	0%

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	35	6%	6%	77%	11%
	Students with Disabilities	8	13%	0%	88%	0%
	All Students	43	7%	5%	79%	9%

### 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	38	3%	68%	29%	0%
	Students with Disabilities	9	11%	56%	33%	0%
	All Students	47	4%	66%	30%	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	31	31	31	8	8	8	39	39	39
Number Scoring 55–64	0	2	2	1	1	1	1	3	3
Number Scoring 65–84	14	19	20	2	4	5	16	23	25
Number Scoring 85–100	16	10	8	3	0	0	19	10	8
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)