

# New York State School Report Card Comprehensive Information Report

BEDS Code: 47-20-01-04-0001  
 Name: Richfield Springs Central School  
 Principal: Mary Tobin

Grade Range : K-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	59	46	36
First	51	55	48
Second	43	51	57
Third	44	46	46
Fourth	57	48	50
Fifth	41	57	48
Sixth	55	42	57
Ungraded Elementary	0	0	0
Seventh	51	58	44
Eighth	65	50	60
Ninth	66	63	51
Tenth	67	59	60
Eleventh	70	65	58
Twelfth	39	70	66
Ungraded Secondary	0	0	0
Total K-12 Enrollment	708	710	681

## 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	8	1.1%	4	0.6%	4	0.6%
Black (Not Hispanic)	6	0.8%	7	1.0%	9	1.3%
Hispanic	2	0.3%	5	0.7%	3	0.4%
White (Not Hispanic)	692	97.7%	694	97.7%	665	97.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	17	18
Common Branch	18	18	17
English Grade 8	20	10	20
Mathematics Grade 8	21	13	21
Science Grade 8	21	14	20
Social Studies Grade 8	17	15	20
English Grade 10	16	15	15
Mathematics Grade 10	0	20	8
Science Grade 10	0	0	40
Social Studies Grade 10	16	16	19

(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	1	0.1%	0	0.0%	0	0.0%
Eligible for Free Lunch	246	34.7%	227	32.0%	131	19.2%

### 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		95.7%		95.7%		94.8%
Student Suspensions	29	3.9%	16	2.3%	27	3.8%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.3%	13.1%	9.5%
Public Assistance	31-40%	11-20%	11-20%
Student Stability	95%	90%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	63
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	31	18	58%	52	35	67%	54	29	54%
Students with Disabilities	2	2	100%	7	1	14%	5	1	20%
All Students	33	20	61%	59	36	61%	59	30	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	23	22	6	5	3	0
Percent	39%	37%	10%	8%	5%	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)
5	1	2	7

\*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			3		13	
	Entered GED Program*			0		2	
	Total Noncompleters			3		15	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		0	
	Total Noncompleters			0		3	
All Students	Dropped Out	9	3.7%	3	1.2%	16	6.8%
	Entered GED Program*	5	2.1%	0	0.0%	2	0.9%
	Total Noncompleters	14	5.8%	3	1.2%	18	7.7%

\*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		99	143
	Number of Students with Disabilities		10	18
	Number of All Students		109	161
	Percent of Enrollment		73%	100%
9-12	Number of General-Education Students		41	48
	Number of Students with Disabilities		0	29
	Number of All Students		41	77
	Percent of Enrollment		16%	33%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	25	92%	34	94%	23	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	21	95%	18	100%	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%	0	0%	0	0%
Science	2	#	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	1	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	5	40%	1	#	1	#
Reading	6	67%	0	0%	0	0%
Writing	7	86%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	69	56	54	8	7	3
Number Scoring 55–100	61	47	48	4	2	#
Number Scoring 65–100	47	32	39	3	0	#
Number Scoring 85–100	1	1	9	0	0	#
Percentage of Tested Scoring 55–100	88%	84%	89%	50%	29%	#
Percentage of Tested Scoring 65–100	68%	57%	72%	38%	0%	#
Percentage of Tested Scoring 85–100	1%	2%	17%	0%	0%	#
<b>Mathematics A</b>						
Number Tested	0	22	28	0	2	1
Number Scoring 55–100	0	20	23	0	#	#
Number Scoring 65–100	0	18	22	0	#	#
Number Scoring 85–100	0	12	3	0	#	#
Percentage of Tested Scoring 55–100	0%	91%	82%	0%	#	#
Percentage of Tested Scoring 65–100	0%	82%	79%	0%	#	#
Percentage of Tested Scoring 85–100	0%	55%	11%	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	59	52	62	6	2	3
Number Scoring 55–100	59	49	59	6	#	#
Number Scoring 65–100	57	45	55	5	#	#
Number Scoring 85–100	27	14	25	1	#	#
Percentage of Tested Scoring 55–100	100%	94%	95%	100%	#	#
Percentage of Tested Scoring 65–100	97%	87%	89%	83%	#	#
Percentage of Tested Scoring 85–100	46%	27%	40%	17%	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	63	62	52	7	8	1
Number Scoring 55–100	61	55	52	7	7	#
Number Scoring 65–100	57	50	49	5	5	#
Number Scoring 85–100	26	15	21	0	0	#
Percentage of Tested Scoring 55–100	97%	89%	100%	100%	88%	#
Percentage of Tested Scoring 65–100	90%	81%	94%	71%	62%	#
Percentage of Tested Scoring 85–100	41%	24%	40%	0%	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	41	37	26	0	1	6
Number Scoring 55–100	41	37	26	0	#	6
Number Scoring 65–100	39	37	23	0	#	5
Number Scoring 85–100	10	9	1	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	100%
Percentage of Tested Scoring 65–100	95%	100%	88%	0%	#	83%
Percentage of Tested Scoring 85–100	24%	24%	4%	0%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	34	40	27	0	0	0
Number Scoring 55–100	34	38	27	0	0	0
Number Scoring 65–100	29	38	24	0	0	0
Number Scoring 85–100	6	16	9	0	0	0
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	95%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	18%	40%	33%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		22	17		0	0
Number Scoring 55–100		22	17		0	0
Number Scoring 65–100		22	15		0	0
Number Scoring 85–100		1	2		0	0
Percentage of Tested Scoring 55–100		100%	100%		0%	0%
Percentage of Tested Scoring 65–100		100%	88%		0%	0%
Percentage of Tested Scoring 85–100		5%	12%		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	14	14	14	1	0	0
Number Scoring 55–100	14	14	14	#	0	0
Number Scoring 65–100	13	14	14	#	0	0
Number Scoring 85–100	7	2	8	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	93%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	50%	14%	57%	#	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	12	15	3	0	0	0
Number Scoring 55–100	12	15	#	0	0	0
Number Scoring 65–100	12	15	#	0	0	0
Number Scoring 85–100	9	8	#	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	75%	53%	#	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	53	63	5	1	1	0
Number Scoring 55–100	45	61	1	#	#	0
Number Scoring 65–100	39	59	1	#	#	0
Number Scoring 85–100	21	28	0	#	#	0
Percentage of Tested Scoring 55–100	85%	97%	20%	#	#	0%
Percentage of Tested Scoring 65–100	74%	94%	20%	#	#	0%
Percentage of Tested Scoring 85–100	40%	44%	0%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	37	36	46	0	1	0
Number Scoring 55–100	35	36	46	0	#	0
Number Scoring 65–100	32	35	45	0	#	0
Number Scoring 85–100	20	24	32	0	#	0
Percentage of Tested Scoring 55–100	95%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	86%	97%	98%	0%	#	0%
Percentage of Tested Scoring 85–100	54%	67%	70%	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	13	100%	19	100%	38	100%
Students with Disabilities	0	0%	8	88%	5	80%

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	43	9%	9%	60%	21%
	Students with Disabilities	5	20%	20%	60%	0%
	All Students	48	10%	10%	60%	19%

### 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	51	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	55	4%	42%	45%	9%

(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	59	59	59	6	6	6	65	65	65
Number Scoring 55–64	1	2	1	0	2	0	1	4	1
Number Scoring 65–84	25	33	30	4	3	1	29	36	31
Number Scoring 85–100	24	15	12	1	0	0	25	15	12
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)