

New York State School Report Card Comprehensive Information Report

BEDS Code: 47-14-00-01-0002
 Name: Oneonta Senior High School
 Principal: Scott Rabeler

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	204	170	187
Tenth	156	172	170
Eleventh	171	158	170
Twelfth	164	178	160
Ungraded Secondary	3	4	12
Total K-12 Enrollment	698	682	699

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	13	1.9%	21	3.1%	20	2.9%
Black (Not Hispanic)	22	3.2%	34	5.0%	22	3.1%
Hispanic	7	1.0%	17	2.5%	22	3.1%
White (Not Hispanic)	656	94.0%	610	89.4%	635	90.8%

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	20	16	0
Social Studies Grade 8	0	0	0
English Grade 10	19	18	20
Mathematics Grade 10	17	17	17
Science Grade 10	18	20	19
Social Studies Grade 10	18	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
50	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 middle 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	1	0.1%	3	0.4%	1	0.1%
Eligible for Free Lunch	37	5.3%	52	7.6%	73	10.4%

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		94.9%		95.4%		95.7%
Student Suspensions	33	5.1%	55	7.9%	41	6.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.6%	2.5%	3.4%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	98%	96%	98%

Staff Counts

Staff	2002–2003
Total Teachers	55
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

*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	138	91	66%	148	113	76%	126	91	72%
Students with Disabilities	3	0	0%	0	0	0%	8	3	38%
All Students	141	91	65%	148	113	76%	134	94	70%

*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	91	31	0	2	3	7
Percent	68%	23%	0%	1%	2%	5%

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)
8	3	3	11

*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			2		1	
	Entered GED Program*			6		18	
	Total Noncompleters			8		19	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			1		5	
	Total Noncompleters			1		5	
All Students	Dropped Out	2	0.3%	2	0.3%	1	0.1%
	Entered GED Program*	9	1.3%	7	1.0%	23	3.3%
	Total Noncompleters	11	1.6%	9	1.3%	24	3.4%

*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		605	572
	Number of Students with Disabilities		73	78
	Number of All Students		678	650
	Percent of Enrollment		99%	93%

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%	10	80%
German	0	0%	1	#	1	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	23	52%	21	86%

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%	3	#	7	57%

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

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	169	136	139	11	7	12
Number Scoring 55–100	169	135	137	11	6	12
Number Scoring 65–100	166	126	130	9	5	8
Number Scoring 85–100	103	74	65	2	0	1
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	86%	100%
Percentage of Tested Scoring 65–100	98%	93%	94%	82%	71%	67%
Percentage of Tested Scoring 85–100	61%	54%	47%	18%	0%	8%
Mathematics A						
Number Tested	2	138	146	1	7	13
Number Scoring 55–100	#	126	131	#	6	9
Number Scoring 65–100	#	117	115	#	4	8
Number Scoring 85–100	#	60	28	#	1	0
Percentage of Tested Scoring 55–100	#	91%	90%	#	86%	69%
Percentage of Tested Scoring 65–100	#	85%	79%	#	57%	62%
Percentage of Tested Scoring 85–100	#	43%	19%	#	14%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	99	0	0	5
Number Scoring 55–100	0	0	73	0	0	1
Number Scoring 65–100	0	0	58	0	0	0
Number Scoring 85–100	0	0	13	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	74%	0%	0%	20%
Percentage of Tested Scoring 65–100	0%	0%	59%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	13%	0%	0%	0%
Global History and Geography						
Number Tested	155	144	158	16	12	16
Number Scoring 55–100	155	143	154	16	12	13
Number Scoring 65–100	152	140	148	15	11	13
Number Scoring 85–100	80	73	68	3	3	1
Percentage of Tested Scoring 55–100	100%	99%	97%	100%	100%	81%
Percentage of Tested Scoring 65–100	98%	97%	94%	94%	92%	81%
Percentage of Tested Scoring 85–100	52%	51%	43%	19%	25%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	169	148	144	9	9	14
Number Scoring 55–100	164	139	141	7	7	12
Number Scoring 65–100	154	120	137	4	6	11
Number Scoring 85–100	76	59	88	1	1	4
Percentage of Tested Scoring 55–100	97%	94%	98%	78%	78%	86%
Percentage of Tested Scoring 65–100	91%	81%	95%	44%	67%	79%
Percentage of Tested Scoring 85–100	45%	40%	61%	11%	11%	29%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	122	149	131	10	11	12
Number Scoring 55–100	122	149	130	10	11	11
Number Scoring 65–100	117	149	129	6	11	11
Number Scoring 85–100	38	82	60	1	1	0
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	92%
Percentage of Tested Scoring 65–100	96%	100%	98%	60%	100%	92%
Percentage of Tested Scoring 85–100	31%	55%	46%	10%	9%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	150	156	184	15	20	32
Number Scoring 55–100	144	148	170	12	18	24
Number Scoring 65–100	138	129	162	10	13	20
Number Scoring 85–100	60	46	77	2	1	6
Percentage of Tested Scoring 55–100	96%	95%	92%	80%	90%	75%
Percentage of Tested Scoring 65–100	92%	83%	88%	67%	65%	62%
Percentage of Tested Scoring 85–100	40%	29%	42%	13%	5%	19%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		73	117		1	3
Number Scoring 55–100		72	116		#	#
Number Scoring 65–100		67	106		#	#
Number Scoring 85–100		17	46		#	#
Percentage of Tested Scoring 55–100		99%	99%		#	#
Percentage of Tested Scoring 65–100		92%	91%		#	#
Percentage of Tested Scoring 85–100		23%	39%		#	#
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	24	35	37	2	1	0
Number Scoring 55–100	24	35	37	#	#	0
Number Scoring 65–100	24	33	37	#	#	0
Number Scoring 85–100	12	14	27	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	#	#	0%
Percentage of Tested Scoring 85–100	50%	40%	73%	#	#	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	22	9	8	0	0	2
Number Scoring 55–100	22	9	8	0	0	#
Number Scoring 65–100	22	9	8	0	0	#
Number Scoring 85–100	14	4	6	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	64%	44%	75%	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	64	58	51	0	0	0
Number Scoring 55–100	63	57	51	0	0	0
Number Scoring 65–100	63	55	51	0	0	0
Number Scoring 85–100	44	27	38	0	0	0
Percentage of Tested Scoring 55–100	98%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	69%	47%	75%	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	147	23	6	11	3	1
Number Scoring 55–100	115	17	6	5	#	#
Number Scoring 65–100	97	16	5	3	#	#
Number Scoring 85–100	47	0	0	1	#	#
Percentage of Tested Scoring 55–100	78%	74%	100%	45%	#	#
Percentage of Tested Scoring 65–100	66%	70%	83%	27%	#	#
Percentage of Tested Scoring 85–100	32%	0%	0%	9%	#	#
Sequential Mathematics, Course III						
Number Tested	138	112	14	2	1	2
Number Scoring 55–100	118	101	11	#	#	#
Number Scoring 65–100	100	93	8	#	#	#
Number Scoring 85–100	41	52	1	#	#	#
Percentage of Tested Scoring 55–100	86%	90%	79%	#	#	#
Percentage of Tested Scoring 65–100	72%	83%	57%	#	#	#
Percentage of Tested Scoring 85–100	30%	46%	7%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	60	98%	78	100%	44	98%
Students with Disabilities	6	100%	7	100%	15	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
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	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
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	131	131	131	12	12	12	143	143	143
Number Scoring 55–64	0	7	1	2	2	1	2	9	2
Number Scoring 65–84	50	56	51	4	3	5	54	59	56
Number Scoring 85–100	75	58	74	1	0	1	76	58	75
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)