

# New York State District Report Card Comprehensive Information Report

BEDS Code: 60-06-01-06-0000

Name: Owego-Apalachin Central School District

Superintendent: Mychael Willon

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	34	36
Kindergarten	157	151	156
First	151	139	145
Second	171	153	140
Third	144	170	157
Fourth	173	152	179
Fifth	186	170	156
Sixth	195	191	196
Ungraded Elementary	5	6	0
Seventh	233	203	202
Eighth	192	236	198
Ninth	219	198	240
Tenth	267	192	199
Eleventh	224	224	191
Twelfth	191	190	214
Ungraded Secondary	0	25	6
Total K-12 Enrollment	2508	2400	2379

## 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	25	1.0%	25	1.0%	30	1.3%
Black (Not Hispanic)	29	1.2%	31	1.3%	39	1.6%
Hispanic	13	0.5%	17	0.7%	25	1.1%
White (Not Hispanic)	2441	97.3%	2327	97.0%	2285	96.0%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	23	22	17
Common Branch	20	20	22
English Grade 8	19	21	20
Mathematics Grade 8	19	22	20
Science Grade 8	22	24	20
Social Studies Grade 8	19	21	19
English Grade 10	22	24	20
Mathematics Grade 10	18	21	22
Science Grade 10	21	20	27
Social Studies Grade 10	22	22	22

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	3	0.1%	4	0.2%	7	0.3%
<b>Eligible for Free Lunch</b>	392	15.6%	631	26.3%	427	17.9%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.9%		94.6%		95.2%
<b>Student Suspensions</b>	44	1.7%	88	3.5%	44	1.8%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	8.4%	8.4%	6.9%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	185
Total Other Professional Staff	27
Total Paraprofessionals	62
Teaching Out of Certification*	5
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	133	94	71%	164	116	71%	187	131	70%
Students with Disabilities	14	1	7%	2	0	0%	26	16	62%
All Students	147	95	65%	166	116	70%	213	147	69%

\*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	81	76	1	6	1	48
Percent	38%	36%	0%	3%	0%	23%

## 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)
26	16	15	41

\*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			21		12	
	Entered GED Program*			16		9	
	Total Noncompleters			37		21	
Students with Disabilities	Dropped Out			2		5	
	Entered GED Program*			1		1	
	Total Noncompleters			3		6	
All Students	Dropped Out	14	1.6%	23	2.8%	17	2.0%
	Entered GED Program*	23	2.6%	17	2.1%	10	1.2%
	Total Noncompleters	37	4.1%	40	4.8%	27	3.2%

\*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	581
	Number of Students with Disabilities		0	15
	Number of All Students		0	596
	Percent of Enrollment		0%	100%
9–12	Number of General-Education Students		0	24
	Number of Students with Disabilities		0	6
	Number of All Students		0	30
	Percent of Enrollment		0%	4%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	35	97%	29	100%	43	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	103	87%	98	94%	83	98%

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

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	3	#
Science	1	#	0	0%	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	7	71%
U.S. Hist & Gov't	1	#	0	0%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	193	221	176	15	15	20
Number Scoring 55–100	185	215	174	14	13	19
Number Scoring 65–100	175	197	160	12	11	18
Number Scoring 85–100	49	80	64	1	0	3
Percentage of Tested Scoring 55–100	96%	97%	99%	93%	87%	95%
Percentage of Tested Scoring 65–100	91%	89%	91%	80%	73%	90%
Percentage of Tested Scoring 85–100	25%	36%	36%	7%	0%	15%
<b>Mathematics A</b>						
Number Tested	7	4	153	3	0	20
Number Scoring 55–100	2	#	136	#	0	14
Number Scoring 65–100	1	#	125	#	0	11
Number Scoring 85–100	1	#	28	#	0	2
Percentage of Tested Scoring 55–100	29%	#	89%	#	0%	70%
Percentage of Tested Scoring 65–100	14%	#	82%	#	0%	55%
Percentage of Tested Scoring 85–100	14%	#	18%	#	0%	10%
<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	228	168	184	30	8	23
Number Scoring 55–100	225	158	171	30	7	17
Number Scoring 65–100	219	150	163	29	7	16
Number Scoring 85–100	110	64	77	6	2	6
Percentage of Tested Scoring 55–100	99%	94%	93%	100%	88%	74%
Percentage of Tested Scoring 65–100	96%	89%	89%	97%	88%	70%
Percentage of Tested Scoring 85–100	48%	38%	42%	20%	25%	26%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	186	210	182	16	11	18
Number Scoring 55–100	177	204	178	14	11	16
Number Scoring 65–100	165	178	167	13	7	16
Number Scoring 85–100	81	70	96	3	3	4
Percentage of Tested Scoring 55–100	95%	97%	98%	88%	100%	89%
Percentage of Tested Scoring 65–100	89%	85%	92%	81%	64%	89%
Percentage of Tested Scoring 85–100	44%	33%	53%	19%	27%	22%

(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	168	178	183	21	6	18
Number Scoring 55–100	168	174	180	21	6	18
Number Scoring 65–100	162	173	175	21	6	17
Number Scoring 85–100	49	58	47	3	2	3
Percentage of Tested Scoring 55–100	100%	98%	98%	100%	100%	100%
Percentage of Tested Scoring 65–100	96%	97%	96%	100%	100%	94%
Percentage of Tested Scoring 85–100	29%	33%	26%	14%	33%	17%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	200	148	179	21	7	25
Number Scoring 55–100	189	143	167	20	6	22
Number Scoring 65–100	179	139	158	20	6	20
Number Scoring 85–100	90	62	75	3	1	6
Percentage of Tested Scoring 55–100	94%	97%	93%	95%	86%	88%
Percentage of Tested Scoring 65–100	90%	94%	88%	95%	86%	80%
Percentage of Tested Scoring 85–100	45%	42%	42%	14%	14%	24%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		98	98		2	6
Number Scoring 55–100		92	94		#	6
Number Scoring 65–100		83	83		#	5
Number Scoring 85–100		14	23		#	0
Percentage of Tested Scoring 55–100		94%	96%		#	100%
Percentage of Tested Scoring 65–100		85%	85%		#	83%
Percentage of Tested Scoring 85–100		14%	23%		#	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	33	13	16	0	0	0
Number Scoring 55–100	33	13	16	0	0	0
Number Scoring 65–100	33	13	16	0	0	0
Number Scoring 85–100	15	10	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	45%	77%	81%	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	70	66	69	1	1	0
Number Scoring 55–100	70	66	68	#	#	0
Number Scoring 65–100	69	65	67	#	#	0
Number Scoring 85–100	39	41	45	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	99%	#	#	0%
Percentage of Tested Scoring 65–100	99%	98%	97%	#	#	0%
Percentage of Tested Scoring 85–100	56%	62%	65%	#	#	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	223	197	28	22	8	8
Number Scoring 55–100	177	161	21	15	4	7
Number Scoring 65–100	157	146	17	12	4	5
Number Scoring 85–100	74	58	5	5	1	1
Percentage of Tested Scoring 55–100	79%	82%	75%	68%	50%	88%
Percentage of Tested Scoring 65–100	70%	74%	61%	55%	50%	62%
Percentage of Tested Scoring 85–100	33%	29%	18%	23%	12%	12%
<b>Sequential Mathematics, Course III</b>						
Number Tested	161	147	146	6	6	10
Number Scoring 55–100	134	115	122	3	3	7
Number Scoring 65–100	118	107	111	1	3	5
Number Scoring 85–100	49	56	53	1	2	2
Percentage of Tested Scoring 55–100	83%	78%	84%	50%	50%	70%
Percentage of Tested Scoring 65–100	73%	73%	76%	17%	50%	50%
Percentage of Tested Scoring 85–100	30%	38%	36%	17%	33%	20%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	63	92%	20	85%	55	93%
Students with Disabilities	16	94%	3	#	14	93%

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	130	2%	9%	69%	20%
	Students with Disabilities	23	13%	4%	74%	9%
	All Students	153	3%	8%	70%	18%

## 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	173	1%	38%	52%	9%
	Students with Disabilities	24	13%	42%	46%	0%
	All Students	197	2%	39%	51%	8%

(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	1	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	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	188	188	188	42	42	42	230	230	230
Number Scoring 55–64	3	14	4	2	4	0	5	18	4
Number Scoring 65–84	72	101	88	16	15	20	88	116	108
Number Scoring 85–100	98	61	86	7	7	6	105	68	92
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)