

# New York State District Report Card Comprehensive Information Report

BEDS Code: 62-12-01-06-0000

Name: Onteora Central School District

Superintendent: Hal Rowe

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	142	131	135
First	158	148	133
Second	153	154	144
Third	164	162	158
Fourth	184	153	161
Fifth	197	185	145
Sixth	191	197	181
Ungraded Elementary	55	47	61
Seventh	191	198	202
Eighth	176	189	188
Ninth	180	169	195
Tenth	156	173	160
Eleventh	158	153	165
Twelfth	153	112	129
Ungraded Secondary	60	67	71
Total K-12 Enrollment	2318	2238	2228

## 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	54	2.3%	51	2.3%	59	2.6%
Black (Not Hispanic)	83	3.6%	78	3.5%	71	3.2%
Hispanic	74	3.2%	52	2.3%	67	3.0%
White (Not Hispanic)	2107	90.9%	2057	91.9%	2031	91.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	17	17
Common Branch	18	18	17
English Grade 8	19	21	21
Mathematics Grade 8	20	21	22
Science Grade 8	18	21	21
Social Studies Grade 8	20	21	21
English Grade 10	22	24	23
Mathematics Grade 10	20	27	19
Science Grade 10	23	24	25
Social Studies Grade 10	23	24	23

(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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	17	0.7%	19	0.9%	22	1.0%
Eligible for Free Lunch	307	13.2%	268	12.0%	322	14.4%

### 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		92.3%		93.1%		93.3%
Student Suspensions	48	2.0%	40	1.7%	39	1.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.6%	5.2%	7.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	211
Total Other Professional Staff	31
Total Paraprofessionals	110
Teaching Out of Certification*	7
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	149	101	68%	110	90	82%	127	124	98%
Students with Disabilities	7	0	0%	2	1	50%	9	8	89%
All Students	156	101	65%	112	91	81%	136	132	97%

\*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	60	60	0	0	10	6
Percent	44%	44%	0%	0%	7%	4%

## 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)
9	8	1	10

\*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		14	
	Entered GED Program*			0		3	
	Total Noncompleters			16		17	
Students with Disabilities	Dropped Out			7		6	
	Entered GED Program*			0		2	
	Total Noncompleters			7		8	
All Students	Dropped Out	37	5.6%	23	3.6%	20	3.0%
	Entered GED Program*	11	1.7%	0	0.0%	5	0.7%
	Total Noncompleters	48	7.2%	23	3.6%	25	3.7%

\*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		81	323
	Number of Students with Disabilities		0	67
	Number of All Students		81	390
	Percent of Enrollment		13%	64%
9-12	Number of General-Education Students		504	528
	Number of Students with Disabilities		103	121
	Number of All Students		607	649
	Percent of Enrollment		94%	94%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	37	95%	0	0%	0	0%
German	48	98%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	75	97%	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	1	#	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	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%	3	#	4	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	3	#	1	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	26	88%	29	79%
Science	12	92%	0	0%	26	15%
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	2	#	6	17%	13	31%
U.S. Hist & Gov't	4	#	6	17%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	123	124	162	14	11	20
Number Scoring 55–100	119	121	155	10	9	15
Number Scoring 65–100	113	112	140	7	5	7
Number Scoring 85–100	43	59	68	0	0	0
Percentage of Tested Scoring 55–100	97%	98%	96%	71%	82%	75%
Percentage of Tested Scoring 65–100	92%	90%	86%	50%	45%	35%
Percentage of Tested Scoring 85–100	35%	48%	42%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	51	181	189	15	8	13
Number Scoring 55–100	13	151	167	1	4	9
Number Scoring 65–100	6	123	143	1	3	8
Number Scoring 85–100	2	42	29	1	0	0
Percentage of Tested Scoring 55–100	25%	83%	88%	7%	50%	69%
Percentage of Tested Scoring 65–100	12%	68%	76%	7%	38%	62%
Percentage of Tested Scoring 85–100	4%	23%	15%	7%	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	156	159	179	19	9	22
Number Scoring 55–100	152	157	160	16	9	17
Number Scoring 65–100	142	138	144	10	7	12
Number Scoring 85–100	56	46	62	2	0	1
Percentage of Tested Scoring 55–100	97%	99%	89%	84%	100%	77%
Percentage of Tested Scoring 65–100	91%	87%	80%	53%	78%	55%
Percentage of Tested Scoring 85–100	36%	29%	35%	11%	0%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	133	120	172	18	6	18
Number Scoring 55–100	123	111	165	12	6	14
Number Scoring 65–100	103	97	153	5	5	9
Number Scoring 85–100	45	16	73	0	0	1
Percentage of Tested Scoring 55–100	92%	93%	96%	67%	100%	78%
Percentage of Tested Scoring 65–100	77%	81%	89%	28%	83%	50%
Percentage of Tested Scoring 85–100	34%	13%	42%	0%	0%	6%

(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	166	155	165	3	12	16
Number Scoring 55–100	163	154	155	#	12	13
Number Scoring 65–100	158	151	146	#	11	9
Number Scoring 85–100	42	34	60	#	0	0
Percentage of Tested Scoring 55–100	98%	99%	94%	#	100%	81%
Percentage of Tested Scoring 65–100	95%	97%	88%	#	92%	56%
Percentage of Tested Scoring 85–100	25%	22%	36%	#	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	146	159	183	14	16	20
Number Scoring 55–100	143	155	174	13	14	15
Number Scoring 65–100	135	145	164	10	11	12
Number Scoring 85–100	57	69	75	1	1	2
Percentage of Tested Scoring 55–100	98%	97%	95%	93%	88%	75%
Percentage of Tested Scoring 65–100	92%	91%	90%	71%	69%	60%
Percentage of Tested Scoring 85–100	39%	43%	41%	7%	6%	10%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		114	132		0	2
Number Scoring 55–100		112	115		0	#
Number Scoring 65–100		91	81		0	#
Number Scoring 85–100		17	15		0	#
Percentage of Tested Scoring 55–100		98%	87%		0%	#
Percentage of Tested Scoring 65–100		80%	61%		0%	#
Percentage of Tested Scoring 85–100		15%	11%		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	12	23	24	0	0	0
Number Scoring 55–100	12	23	24	0	0	0
Number Scoring 65–100	12	21	24	0	0	0
Number Scoring 85–100	7	14	17	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	61%	71%	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	19	20	21	0	0	0
Number Scoring 55–100	19	20	21	0	0	0
Number Scoring 65–100	19	20	21	0	0	0
Number Scoring 85–100	14	12	11	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	74%	60%	52%	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	44	48	45	0	0	0
Number Scoring 55–100	44	48	45	0	0	0
Number Scoring 65–100	44	48	45	0	0	0
Number Scoring 85–100	29	32	36	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	66%	67%	80%	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	128	5	2	2	0	0
Number Scoring 55–100	106	4	#	#	0	0
Number Scoring 65–100	95	3	#	#	0	0
Number Scoring 85–100	37	0	#	#	0	0
Percentage of Tested Scoring 55–100	83%	80%	#	#	0%	0%
Percentage of Tested Scoring 65–100	74%	60%	#	#	0%	0%
Percentage of Tested Scoring 85–100	29%	0%	#	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	78	108	18	0	0	0
Number Scoring 55–100	65	95	14	0	0	0
Number Scoring 65–100	54	81	9	0	0	0
Number Scoring 85–100	25	39	1	0	0	0
Percentage of Tested Scoring 55–100	83%	88%	78%	0%	0%	0%
Percentage of Tested Scoring 65–100	69%	75%	50%	0%	0%	0%
Percentage of Tested Scoring 85–100	32%	36%	6%	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	1	#	32	91%	17	88%
Students with Disabilities	2	#	17	88%	3	#

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	132	1%	8%	68%	23%
	Students with Disabilities	25	8%	24%	64%	4%
	All Students	157	2%	11%	68%	20%

### 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	177	0%	27%	58%	15%
	Students with Disabilities	34	15%	65%	21%	0%
	All Students	211	2%	33%	52%	12%

(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	134	134	134	1	1	1	135	135	135
Number Scoring 55–64	#	#	#	#	#	#	5	10	1
Number Scoring 65–84	#	#	#	#	#	#	73	74	71
Number Scoring 85–100	#	#	#	#	#	#	51	17	57
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)