

New York State District Report Card Comprehensive Information Report

BEDS Code: 42-12-01-04-0000
 Name: Onondaga Central School District
 Superintendent: Carolyn F. Costello

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	38	37	23
Kindergarten	53	60	62
First	77	56	69
Second	69	70	51
Third	85	63	73
Fourth	77	85	68
Fifth	80	77	90
Sixth	86	85	86
Ungraded Elementary	0	0	0
Seventh	92	102	108
Eighth	85	91	77
Ninth	99	86	94
Tenth	92	90	77
Eleventh	95	89	86
Twelfth	61	93	84
Ungraded Secondary	4	0	0
Total K-12 Enrollment	1055	1047	1025

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	53	5.0%	40	3.8%	38	3.7%
Black (Not Hispanic)	49	4.6%	57	5.4%	47	4.6%
Hispanic	9	0.9%	10	1.0%	9	0.9%
White (Not Hispanic)	944	89.5%	940	89.8%	931	90.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	13	15	21
Common Branch	20	19	19
English Grade 8	18	22	20
Mathematics Grade 8	20	23	20
Science Grade 8	21	24	20
Social Studies Grade 8	22	29	19
English Grade 10	22	0	18
Mathematics Grade 10	20	0	17
Science Grade 10	18	16	25
Social Studies Grade 10	22	18	24

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.1%	2	0.2%
Eligible for Free Lunch	159	15.1%	166	15.9%	145	14.2%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		94.3%		94.7%
Student Suspensions	69	6.3%	67	6.4%	69	6.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.1%	7.7%	9.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	86
Total Other Professional Staff	11
Total Paraprofessionals	19
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	49	34	69%	71	49	69%	65	48	74%
Students with Disabilities	7	2	29%	8	1	12%	6	2	33%
All Students	56	36	64%	79	50	63%	71	50	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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	34	36	0	0	1	0
Percent	48%	51%	0%	0%	1%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
6	2	3	9

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	8		1		8	2.7%
	Entered GED Program*	4		6		6	2.1%
	Total Noncompleters	12		7		14	4.8%
Students with Disabilities	Dropped Out	0		2		0	0.0%
	Entered GED Program*	1		1		1	2.1%
	Total Noncompleters	1		3		1	2.1%
All Students	Dropped Out	8	2.3%	3	0.8%	8	2.4%
	Entered GED Program*	5	1.4%	7	2.0%	7	2.1%
	Total Noncompleters	13	3.7%	10	2.8%	15	4.4%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	27	96%	24	100%	17	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	14	100%	30	100%	25	96%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	2	#	2	#	1	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	4	#	4	#
Science	1	#	15	93%	0	0%
Reading	4	#	2	#	1	#
Writing	4	#	3	#	1	#
Global Studies	3	#	5	100%	1	#
U.S. Hist & Gov't	1	#	1	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	81	78	73	8	6	9
Number Scoring 55-100	75	77	72	5	6	8
Number Scoring 65-100	65	77	71	2	6	8
Number Scoring 85-100	35	48	40	0	3	1
Percentage of Tested Scoring 55-100	93%	99%	99%	62%	100%	89%
Percentage of Tested Scoring 65-100	80%	99%	97%	25%	100%	89%
Percentage of Tested Scoring 85-100	43%	62%	55%	0%	50%	11%
Mathematics A						
Number Tested	48	92	76	8	13	10
Number Scoring 55-100	28	83	74	2	10	8
Number Scoring 65-100	14	61	72	0	5	8
Number Scoring 85-100	0	17	25	0	0	0
Percentage of Tested Scoring 55-100	58%	90%	97%	25%	77%	80%
Percentage of Tested Scoring 65-100	29%	66%	95%	0%	38%	80%
Percentage of Tested Scoring 85-100	0%	18%	33%	0%	0%	0%
Mathematics B						
Number Tested	41	6	40	1	0	2
Number Scoring 55-100	36	6	23	#	0	#
Number Scoring 65-100	33	6	18	#	0	#
Number Scoring 85-100	16	3	2	#	0	#
Percentage of Tested Scoring 55-100	88%	100%	57%	#	0%	#
Percentage of Tested Scoring 65-100	80%	100%	45%	#	0%	#
Percentage of Tested Scoring 85-100	39%	50%	5%	#	0%	#
Global History and Geography						
Number Tested	89	80	73	9	13	9
Number Scoring 55-100	85	74	70	6	8	8
Number Scoring 65-100	82	68	65	4	6	5
Number Scoring 85-100	37	39	30	1	2	1
Percentage of Tested Scoring 55-100	96%	93%	96%	67%	62%	89%
Percentage of Tested Scoring 65-100	92%	85%	89%	44%	46%	56%
Percentage of Tested Scoring 85-100	42%	49%	41%	11%	15%	11%
U.S. History and Government						
Number Tested	81	85	78	9	6	12
Number Scoring 55-100	80	84	76	8	6	11
Number Scoring 65-100	73	84	74	5	6	9
Number Scoring 85-100	38	57	50	0	2	6
Percentage of Tested Scoring 55-100	99%	99%	97%	89%	100%	92%
Percentage of Tested Scoring 65-100	90%	99%	95%	56%	100%	75%
Percentage of Tested Scoring 85-100	47%	67%	64%	0%	33%	50%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	86	80	79	9	14	6
Number Scoring 55-100	84	79	78	9	13	6
Number Scoring 65-100	83	77	77	9	13	6
Number Scoring 85-100	28	21	27	2	1	0
Percentage of Tested Scoring 55-100	98%	99%	99%	100%	93%	100%
Percentage of Tested Scoring 65-100	97%	96%	97%	100%	93%	100%
Percentage of Tested Scoring 85-100	33%	26%	34%	22%	7%	0%
Physical Setting/Earth Science						
Number Tested	64	55	61	2	1	7
Number Scoring 55-100	64	55	60	#	#	7
Number Scoring 65-100	64	54	58	#	#	6
Number Scoring 85-100	40	31	18	#	#	1
Percentage of Tested Scoring 55-100	100%	100%	98%	#	#	100%
Percentage of Tested Scoring 65-100	100%	98%	95%	#	#	86%
Percentage of Tested Scoring 85-100	62%	56%	30%	#	#	14%
Physical Setting/Chemistry						
Number Tested	64	79	61	3	4	3
Number Scoring 55-100	60	73	61	#	#	#
Number Scoring 65-100	40	55	47	#	#	#
Number Scoring 85-100	2	11	4	#	#	#
Percentage of Tested Scoring 55-100	94%	92%	100%	#	#	#
Percentage of Tested Scoring 65-100	62%	70%	77%	#	#	#
Percentage of Tested Scoring 85-100	3%	14%	7%	#	#	#
Physical Setting/Physics						
Number Tested			24			0
Number Scoring 55-100			23			0
Number Scoring 65-100			20			0
Number Scoring 85-100			5			0
Percentage of Tested Scoring 55-100			96%			0%
Percentage of Tested Scoring 65-100			83%			0%
Percentage of Tested Scoring 85-100			21%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
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 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	28	16	20	0	0	0
Number Scoring 55-100	27	16	20	0	0	0
Number Scoring 65-100	25	16	20	0	0	0
Number Scoring 85-100	15	7	9	0	0	0
Percentage of Tested Scoring 55-100	96%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	54%	44%	45%	0%	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	33	43	20	1	2	1
Number Scoring 55-100	32	43	20	#	#	#
Number Scoring 65-100	32	43	20	#	#	#
Number Scoring 85-100	25	19	13	#	#	#
Percentage of Tested Scoring 55-100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	76%	44%	65%	#	#	#
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	41	61	8	1	4	0
Number Scoring 55-100	36	54	6	#	#	0
Number Scoring 65-100	33	47	4	#	#	0
Number Scoring 85-100	16	27	0	#	#	0
Percentage of Tested Scoring 55-100	88%	89%	75%	#	#	0%
Percentage of Tested Scoring 65-100	80%	77%	50%	#	#	0%
Percentage of Tested Scoring 85-100	39%	44%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	82	4%	2%	44%	50%
	Students with Disabilities	7	0%	0%	86%	14%
	All Students	89	3%	2%	47%	47%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	64	2%	28%	47%	23%
	Students with Disabilities	10	10%	70%	20%	0%
	All Students	74	3%	34%	43%	20%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	71	71	71	14	14	14	85	85	85
Number Scoring 55–64	0	0	0	0	0	0	0	0	0
Number Scoring 65–84	35	18	27	4	3	4	39	21	31
Number Scoring 85–100	32	50	40	1	3	2	33	53	42
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)