

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	2001-02	2002-03	2003-04
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	170	187	203
Tenth	172	170	186
Eleventh	158	170	164
Twelfth	178	160	166
Ungraded Secondary	4	12	0
Total K-12 Enrollment	682	699	719

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	21	3.1%	20	2.9%	19	2.6%
Black (Not Hispanic)	34	5.0%	22	3.1%	24	3.3%
Hispanic	17	2.5%	22	3.1%	22	3.1%
White (Not Hispanic)	610	89.4%	635	90.8%	654	91.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	16	0	0
Social Studies Grade 8	0	0	0
English Grade 10	18	20	19
Mathematics Grade 10	17	17	19
Science Grade 10	20	19	22
Social Studies Grade 10	17	18	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.4%	1	0.1%	1	0.1%
Eligible for Free Lunch	52	7.6%	73	10.4%	84	11.7%

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		95.4%		95.7%		94.8%
Student Suspensions	55	7.9%	41	6.0%	68	9.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	2.5%	3.4%	5.3%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	96%	98%	98%

Staff Counts

Staff	2003-04
Total Teachers	55
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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	148	113	76%	126	91	72%	126	109	87%
Students with Disabilities	0	0	0%	8	3	38%	1	0	0%
All Students	148	113	76%	134	94	70%	127	109	86%

*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	97	23	1	1	2	3
Percent	76%	18%	1%	1%	2%	2%

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)
1	0	5	6

*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	2		1		2	0.3%
	Entered GED Program*	6		18		19	3.1%
	Total Noncompleters	8		19		21	3.4%
Students with Disabilities	Dropped Out	0		0		2	1.9%
	Entered GED Program*	1		5		2	1.9%
	Total Noncompleters	1		5		4	3.9%
All Students	Dropped Out	2	0.3%	1	0.1%	4	0.6%
	Entered GED Program*	7	1.0%	23	3.3%	21	2.9%
	Total Noncompleters	9	1.3%	24	3.4%	25	3.5%

*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)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	605	572	621
	Number of Students with Disabilities	73	78	98
	Number of All Students	678	650	719
	Percent of Enrollment	99%	93%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

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%	10	80%	0	0%
German	1	#	1	#	5	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	23	52%	21	86%	1	#

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	0	0%	0	0%	1	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	7	57%	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%	2	#	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	2	#	0	0%

Students with Disabilities

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

(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	136	139	145	7	12	10
Number Scoring 55-100	135	137	143	6	12	9
Number Scoring 65-100	126	130	137	5	8	5
Number Scoring 85-100	74	65	71	0	1	0
Percentage of Tested Scoring 55-100	99%	99%	99%	86%	100%	90%
Percentage of Tested Scoring 65-100	93%	94%	94%	71%	67%	50%
Percentage of Tested Scoring 85-100	54%	47%	49%	0%	8%	0%
Mathematics A						
Number Tested	138	146	175	7	13	17
Number Scoring 55-100	126	131	173	6	9	15
Number Scoring 65-100	117	115	161	4	8	11
Number Scoring 85-100	60	28	54	1	0	0
Percentage of Tested Scoring 55-100	91%	90%	99%	86%	69%	88%
Percentage of Tested Scoring 65-100	85%	79%	92%	57%	62%	65%
Percentage of Tested Scoring 85-100	43%	19%	31%	14%	0%	0%
Mathematics B						
Number Tested	0	99	121	0	5	3
Number Scoring 55-100	0	73	85	0	1	#
Number Scoring 65-100	0	58	68	0	0	#
Number Scoring 85-100	0	13	16	0	0	#
Percentage of Tested Scoring 55-100	0%	74%	70%	0%	20%	#
Percentage of Tested Scoring 65-100	0%	59%	56%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	13%	13%	0%	0%	#
Global History and Geography						
Number Tested	144	158	157	12	16	22
Number Scoring 55-100	143	154	146	12	13	17
Number Scoring 65-100	140	148	131	11	13	13
Number Scoring 85-100	73	68	56	3	1	1
Percentage of Tested Scoring 55-100	99%	97%	93%	100%	81%	77%
Percentage of Tested Scoring 65-100	97%	94%	83%	92%	81%	59%
Percentage of Tested Scoring 85-100	51%	43%	36%	25%	6%	5%
U.S. History and Government						
Number Tested	148	144	149	9	14	10
Number Scoring 55-100	139	141	141	7	12	6
Number Scoring 65-100	120	137	132	6	11	4
Number Scoring 85-100	59	88	70	1	4	1
Percentage of Tested Scoring 55-100	94%	98%	95%	78%	86%	60%
Percentage of Tested Scoring 65-100	81%	95%	89%	67%	79%	40%
Percentage of Tested Scoring 85-100	40%	61%	47%	11%	29%	10%

(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	149	131	147	11	12	19
Number Scoring 55-100	149	130	147	11	11	19
Number Scoring 65-100	149	129	142	11	11	16
Number Scoring 85-100	82	60	43	1	0	0
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	92%	100%
Percentage of Tested Scoring 65-100	100%	98%	97%	100%	92%	84%
Percentage of Tested Scoring 85-100	55%	46%	29%	9%	0%	0%
Physical Setting/Earth Science						
Number Tested	156	184	167	20	32	30
Number Scoring 55-100	148	170	155	18	24	22
Number Scoring 65-100	129	162	144	13	20	17
Number Scoring 85-100	46	77	46	1	6	2
Percentage of Tested Scoring 55-100	95%	92%	93%	90%	75%	73%
Percentage of Tested Scoring 65-100	83%	88%	86%	65%	62%	57%
Percentage of Tested Scoring 85-100	29%	42%	28%	5%	19%	7%
Physical Setting/Chemistry						
Number Tested	73	117	115	1	3	5
Number Scoring 55-100	72	116	99	#	#	2
Number Scoring 65-100	67	106	78	#	#	0
Number Scoring 85-100	17	46	17	#	#	0
Percentage of Tested Scoring 55-100	99%	99%	86%	#	#	40%
Percentage of Tested Scoring 65-100	92%	91%	68%	#	#	0%
Percentage of Tested Scoring 85-100	23%	39%	15%	#	#	0%
Physical Setting/Physics						
Number Tested			55			0
Number Scoring 55-100			55			0
Number Scoring 65-100			55			0
Number Scoring 85-100			33			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			60%			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	35	37	37	1	0	1
Number Scoring 55-100	35	37	37	#	0	#
Number Scoring 65-100	33	37	37	#	0	#
Number Scoring 85-100	14	27	25	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	94%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	40%	73%	68%	#	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	9	8	14	0	2	0
Number Scoring 55-100	9	8	13	0	#	0
Number Scoring 65-100	9	8	13	0	#	0
Number Scoring 85-100	4	6	11	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	93%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	93%	0%	#	0%
Percentage of Tested Scoring 85-100	44%	75%	79%	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	58	51	74	0	0	3
Number Scoring 55-100	57	51	68	0	0	#
Number Scoring 65-100	55	51	65	0	0	#
Number Scoring 85-100	27	38	33	0	0	#
Percentage of Tested Scoring 55-100	98%	100%	92%	0%	0%	#
Percentage of Tested Scoring 65-100	95%	100%	88%	0%	0%	#
Percentage of Tested Scoring 85-100	47%	75%	45%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	112	14	2	1	2	0
Number Scoring 55-100	101	11	#	#	#	0
Number Scoring 65-100	93	8	#	#	#	0
Number Scoring 85-100	52	1	#	#	#	0
Percentage of Tested Scoring 55-100	90%	79%	#	#	#	0%
Percentage of Tested Scoring 65-100	83%	57%	#	#	#	0%
Percentage of Tested Scoring 85-100	46%	7%	#	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	78	100%	44	98%	56	96%
Students with Disabilities	7	100%	15	80%	8	88%

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	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	141	141	141	7	7	7	148	148	148
Number Scoring 55–64	1	3	0	0	1	0	1	4	0
Number Scoring 65–84	62	45	50	4	1	5	66	46	55
Number Scoring 85–100	69	85	83	2	2	1	71	87	84
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 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			1			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			1			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)