

# New York State School Report Card Comprehensive Information Report

BEDS Code: 55-01-01-04-0003  
 Name: Odessa-Montour High School  
 Principal: Ronald Perry

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	71	75	0
Eighth	79	70	0
Ninth	82	72	69
Tenth	65	79	70
Eleventh	51	59	61
Twelfth	72	52	64
Ungraded Secondary	0	0	0
Total K-12 Enrollment	420	407	264

## 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	2	0.5%	1	0.2%	1	0.4%
Black (Not Hispanic)	3	0.7%	1	0.2%	1	0.4%
Hispanic	4	1.0%	0	0.0%	0	0.0%
White (Not Hispanic)	411	97.9%	405	99.5%	262	99.2%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	16	0
Mathematics Grade 8	18	21	0
Science Grade 8	26	17	0
Social Studies Grade 8	25	18	0
English Grade 10	23	24	22
Mathematics Grade 10	16	12	0
Science Grade 10	22	18	14
Social Studies Grade 10	21	26	22

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	65	15.5%	61	15.0%	42	15.9%

### 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		92.7%		94.0%		89.0%
Student Suspensions	80	18.2%	31	7.4%	36	8.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.4%	10.3%	13.6%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	93%	100%	88%

### Staff Counts

Staff	2003-04
Total Teachers	10
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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	55	32	58%	36	22	61%	53	30	57%
Students with Disabilities	4	1	25%	2	0	0%	4	1	25%
All Students	59	33	56%	38	22	58%	57	31	54%

\*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	10	27	2	6	5	7
Percent	18%	47%	4%	11%	9%	12%

## 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)
4	1	0	4

\*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	5		10		8	3.4%
	Entered GED Program*	0		0		4	1.7%
	Total Noncompleters	5		10		12	5.1%
Students with Disabilities	Dropped Out	4		0		3	9.4%
	Entered GED Program*	0		0		2	6.3%
	Total Noncompleters	4		0		5	15.6%
All Students	Dropped Out	9	3.3%	10	3.8%	11	4.1%
	Entered GED Program*	0	0.0%	0	0.0%	6	2.2%
	Total Noncompleters	9	3.3%	10	3.8%	17	6.3%

\*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	123	128	0
	Number of Students with Disabilities	15	17	0
	Number of All Students	138	145	0
	Percent of Enrollment	92%	100%	0%
9-12	Number of General-Education Students	212	234	238
	Number of Students with Disabilities	28	28	25
	Number of All Students	240	262	263
	Percent of Enrollment	89%	100%	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%	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%

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	11	64%	3	#
Science	8	25%	13	23%	0	0%
Reading	5	20%	6	33%	2	#
Writing	4	#	2	#	2	#
Global Studies	5	0%	3	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	52	64	53	4	4	6
Number Scoring 55-100	49	61	50	#	#	4
Number Scoring 65-100	44	59	48	#	#	3
Number Scoring 85-100	21	25	21	#	#	1
Percentage of Tested Scoring 55-100	94%	95%	94%	#	#	67%
Percentage of Tested Scoring 65-100	85%	92%	91%	#	#	50%
Percentage of Tested Scoring 85-100	40%	39%	40%	#	#	17%
<b>Mathematics A</b>						
Number Tested	29	93	98	6	6	9
Number Scoring 55-100	5	66	92	0	4	4
Number Scoring 65-100	1	56	81	0	3	2
Number Scoring 85-100	0	11	12	0	0	0
Percentage of Tested Scoring 55-100	17%	71%	94%	0%	67%	44%
Percentage of Tested Scoring 65-100	3%	60%	83%	0%	50%	22%
Percentage of Tested Scoring 85-100	0%	12%	12%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	43	0	0	1
Number Scoring 55-100	0	0	24	0	0	#
Number Scoring 65-100	0	0	10	0	0	#
Number Scoring 85-100	0	0	3	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	56%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	23%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	7%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	59	87	84	5	11	13
Number Scoring 55-100	58	74	77	5	6	8
Number Scoring 65-100	49	65	67	3	6	6
Number Scoring 85-100	13	29	32	0	1	4
Percentage of Tested Scoring 55-100	98%	85%	92%	100%	55%	62%
Percentage of Tested Scoring 65-100	83%	75%	80%	60%	55%	46%
Percentage of Tested Scoring 85-100	22%	33%	38%	0%	9%	31%
<b>U.S. History and Government</b>						
Number Tested	59	54	59	8	2	8
Number Scoring 55-100	53	52	55	6	#	5
Number Scoring 65-100	42	49	52	3	#	4
Number Scoring 85-100	14	24	33	0	#	2
Percentage of Tested Scoring 55-100	90%	96%	93%	75%	#	62%
Percentage of Tested Scoring 65-100	71%	91%	88%	38%	#	50%
Percentage of Tested Scoring 85-100	24%	44%	56%	0%	#	25%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	109	73	67	6	11	7
Number Scoring 55-100	108	65	62	6	3	3
Number Scoring 65-100	100	60	59	5	2	1
Number Scoring 85-100	28	17	9	1	1	0
Percentage of Tested Scoring 55-100	99%	89%	93%	100%	27%	43%
Percentage of Tested Scoring 65-100	92%	82%	88%	83%	18%	14%
Percentage of Tested Scoring 85-100	26%	23%	13%	17%	9%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	25	64	44	2	4	2
Number Scoring 55-100	23	58	43	#	#	#
Number Scoring 65-100	18	48	42	#	#	#
Number Scoring 85-100	1	22	16	#	#	#
Percentage of Tested Scoring 55-100	92%	91%	98%	#	#	#
Percentage of Tested Scoring 65-100	72%	75%	95%	#	#	#
Percentage of Tested Scoring 85-100	4%	34%	36%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	16	13	0	1	0	0
Number Scoring 55-100	15	13	0	#	0	0
Number Scoring 65-100	8	13	0	#	0	0
Number Scoring 85-100	2	3	0	#	0	0
Percentage of Tested Scoring 55-100	94%	100%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	50%	100%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	12%	23%	0%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			43			1
Number Scoring 55-100			23			#
Number Scoring 65-100			11			#
Number Scoring 85-100			0			#
Percentage of Tested Scoring 55-100			53%			#
Percentage of Tested Scoring 65-100			26%			#
Percentage of Tested Scoring 85-100			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
<b>Comprehensive French</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 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	43	62	48	0	1	1
Number Scoring 55-100	41	59	46	0	#	#
Number Scoring 65-100	37	58	43	0	#	#
Number Scoring 85-100	18	33	27	0	#	#
Percentage of Tested Scoring 55-100	95%	95%	96%	0%	#	#
Percentage of Tested Scoring 65-100	86%	94%	90%	0%	#	#
Percentage of Tested Scoring 85-100	42%	53%	56%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	24	30	1	0	0	0
Number Scoring 55-100	18	21	#	0	0	0
Number Scoring 65-100	16	21	#	0	0	0
Number Scoring 85-100	10	10	#	0	0	0
Percentage of Tested Scoring 55-100	75%	70%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	67%	70%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	42%	33%	#	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	17	94%	14	86%	2	#
Students with Disabilities	2	#	5	60%	1	#

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
<b>Nov 2003</b>	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
<b>June 2004</b>	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
<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

## 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	52	52	52	4	4	4	56	56	56
Number Scoring 55–64	#	#	#	#	#	#	3	3	4
Number Scoring 65–84	#	#	#	#	#	#	33	24	35
Number Scoring 85–100	#	#	#	#	#	#	16	24	14
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)