

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	2001-02	2002-03	2003-04
Pre-K	34	36	36
Kindergarten	151	156	170
First	139	145	151
Second	153	140	146
Third	170	157	143
Fourth	152	179	157
Fifth	170	156	179
Sixth	191	196	164
Ungraded Elementary	6	0	7
Seventh	203	202	188
Eighth	236	198	199
Ninth	198	240	208
Tenth	192	199	228
Eleventh	224	191	179
Twelfth	190	214	167
Ungraded Secondary	25	6	15
Total K-12 Enrollment	2400	2379	2301

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	25	1.0%	30	1.3%	31	1.3%
Black (Not Hispanic)	31	1.3%	39	1.6%	48	2.1%
Hispanic	17	0.7%	25	1.1%	24	1.0%
White (Not Hispanic)	2327	97.0%	2285	96.0%	2198	95.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	17	18
Common Branch	20	22	20
English Grade 8	21	20	25
Mathematics Grade 8	22	20	25
Science Grade 8	24	20	25
Social Studies Grade 8	21	19	25
English Grade 10	24	20	24
Mathematics Grade 10	21	22	20
Science Grade 10	20	27	22
Social Studies Grade 10	22	22	22

(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	4	0.2%	7	0.3%	4	0.2%
Eligible for Free Lunch	631	26.3%	427	18.0%	503	21.9%

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		94.6%		95.2%		94.8%
Student Suspensions	88	3.5%	44	1.8%	40	1.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.4%	6.9%	7.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	188
Total Other Professional Staff	27
Total Paraprofessionals	63
Teaching Out of Certification*	3

*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	164	116	71%	187	131	70%	145	108	74%
Students with Disabilities	2	0	0%	26	16	62%	17	8	47%
All Students	166	116	70%	213	147	69%	162	116	72%

*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	51	84	1	9	11	6
Percent	31%	52%	1%	6%	7%	4%

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)
17	8	14	31

*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	21		12		19	2.8%
	Entered GED Program*	16		9		12	1.8%
	Total Noncompleters	37		21		31	4.6%
Students with Disabilities	Dropped Out	2		5		5	3.4%
	Entered GED Program*	1		1		3	2.1%
	Total Noncompleters	3		6		8	5.5%
All Students	Dropped Out	23	2.8%	17	2.0%	24	3.0%
	Entered GED Program*	17	2.1%	10	1.2%	15	1.8%
	Total Noncompleters	40	4.8%	27	3.2%	39	4.8%

*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	581	467
	Number of Students with Disabilities	0	15	85
	Number of All Students	0	596	552
	Percent of Enrollment	0%	100%	99%
9-12	Number of General-Education Students	0	24	21
	Number of Students with Disabilities	0	6	12
	Number of All Students	0	30	33
	Percent of Enrollment	0%	4%	4%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	65		
Completed and Passed Regents Exams	64	98%	77%
Completed and had Course Average of 75% or More	55	85%	81%
Completed and Attained a HS Diploma or Equivalent	64	98%	96%
Completed and Whose Status is Known	62		
Completed and Were Successfully Placed	59	95%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	9	45%	30%
Underrepresented Gender Members Who Completed	2	15%	19%

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	29	100%	43	100%	44	84%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	98	94%	83	98%	113	71%

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%	1	#	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%	2	#	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	1	#	3	#	0	0%
Science	0	0%	1	#	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	7	71%	3	#
U.S. Hist & Gov't	0	0%	2	#	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	221	176	180	15	20	20
Number Scoring 55-100	215	174	175	13	19	19
Number Scoring 65-100	197	160	170	11	18	17
Number Scoring 85-100	80	64	90	0	3	3
Percentage of Tested Scoring 55-100	97%	99%	97%	87%	95%	95%
Percentage of Tested Scoring 65-100	89%	91%	94%	73%	90%	85%
Percentage of Tested Scoring 85-100	36%	36%	50%	0%	15%	15%
Mathematics A						
Number Tested	4	153	235	0	20	35
Number Scoring 55-100	#	136	229	0	14	32
Number Scoring 65-100	#	125	218	0	11	29
Number Scoring 85-100	#	28	72	0	2	5
Percentage of Tested Scoring 55-100	#	89%	97%	0%	70%	91%
Percentage of Tested Scoring 65-100	#	82%	93%	0%	55%	83%
Percentage of Tested Scoring 85-100	#	18%	31%	0%	10%	14%
Mathematics B						
Number Tested	0	0	79	0	0	2
Number Scoring 55-100	0	0	74	0	0	#
Number Scoring 65-100	0	0	66	0	0	#
Number Scoring 85-100	0	0	19	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	94%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	84%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	24%	0%	0%	#
Global History and Geography						
Number Tested	168	184	219	8	23	34
Number Scoring 55-100	158	171	198	7	17	28
Number Scoring 65-100	150	163	177	7	16	21
Number Scoring 85-100	64	77	94	2	6	6
Percentage of Tested Scoring 55-100	94%	93%	90%	88%	74%	82%
Percentage of Tested Scoring 65-100	89%	89%	81%	88%	70%	62%
Percentage of Tested Scoring 85-100	38%	42%	43%	25%	26%	18%
U.S. History and Government						
Number Tested	210	182	168	11	18	19
Number Scoring 55-100	204	178	163	11	16	17
Number Scoring 65-100	178	167	160	7	16	16
Number Scoring 85-100	70	96	91	3	4	8
Percentage of Tested Scoring 55-100	97%	98%	97%	100%	89%	89%
Percentage of Tested Scoring 65-100	85%	92%	95%	64%	89%	84%
Percentage of Tested Scoring 85-100	33%	53%	54%	27%	22%	42%

(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	178	183	222	6	18	22
Number Scoring 55-100	174	180	220	6	18	21
Number Scoring 65-100	173	175	208	6	17	19
Number Scoring 85-100	58	47	68	2	3	3
Percentage of Tested Scoring 55-100	98%	98%	99%	100%	100%	95%
Percentage of Tested Scoring 65-100	97%	96%	94%	100%	94%	86%
Percentage of Tested Scoring 85-100	33%	26%	31%	33%	17%	14%
Physical Setting/Earth Science						
Number Tested	148	179	187	7	25	18
Number Scoring 55-100	143	167	170	6	22	14
Number Scoring 65-100	139	158	153	6	20	11
Number Scoring 85-100	62	75	55	1	6	1
Percentage of Tested Scoring 55-100	97%	93%	91%	86%	88%	78%
Percentage of Tested Scoring 65-100	94%	88%	82%	86%	80%	61%
Percentage of Tested Scoring 85-100	42%	42%	29%	14%	24%	6%
Physical Setting/Chemistry						
Number Tested	98	98	96	2	6	4
Number Scoring 55-100	92	94	95	#	6	#
Number Scoring 65-100	83	83	78	#	5	#
Number Scoring 85-100	14	23	22	#	0	#
Percentage of Tested Scoring 55-100	94%	96%	99%	#	100%	#
Percentage of Tested Scoring 65-100	85%	85%	81%	#	83%	#
Percentage of Tested Scoring 85-100	14%	23%	23%	#	0%	#
Physical Setting/Physics						
Number Tested			56			0
Number Scoring 55-100			53			0
Number Scoring 65-100			48			0
Number Scoring 85-100			6			0
Percentage of Tested Scoring 55-100			95%			0%
Percentage of Tested Scoring 65-100			86%			0%
Percentage of Tested Scoring 85-100			11%			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	13	16	14	0	0	0
Number Scoring 55-100	13	16	14	0	0	0
Number Scoring 65-100	13	16	14	0	0	0
Number Scoring 85-100	10	13	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	77%	81%	93%	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	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 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	66	69	70	1	0	1
Number Scoring 55-100	66	68	70	#	0	#
Number Scoring 65-100	65	67	68	#	0	#
Number Scoring 85-100	41	45	39	#	0	#
Percentage of Tested Scoring 55-100	100%	99%	100%	#	0%	#
Percentage of Tested Scoring 65-100	98%	97%	97%	#	0%	#
Percentage of Tested Scoring 85-100	62%	65%	56%	#	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	147	146	14	6	10	1
Number Scoring 55-100	115	122	8	3	7	#
Number Scoring 65-100	107	111	6	3	5	#
Number Scoring 85-100	56	53	1	2	2	#
Percentage of Tested Scoring 55-100	78%	84%	57%	50%	70%	#
Percentage of Tested Scoring 65-100	73%	76%	43%	50%	50%	#
Percentage of Tested Scoring 85-100	38%	36%	7%	33%	20%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	20	85%	55	93%	51	96%
Students with Disabilities	3	#	14	93%	6	100%

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	155	5%	6%	50%	39%
	Students with Disabilities	20	15%	15%	50%	20%
	All Students	175	6%	7%	50%	37%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	179	1%	27%	64%	8%
	Students with Disabilities	25	12%	52%	36%	0%
	All Students	204	2%	30%	61%	7%

(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	3	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	145	145	145	33	33	33	178	178	178
Number Scoring 55–64	3	0	2	0	0	0	3	0	2
Number Scoring 65–84	70	47	62	14	12	13	84	59	75
Number Scoring 85–100	61	88	73	2	4	3	63	92	76
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			1			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
Listening and Speaking (Grade 2-4)						
Number Tested			1			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 2-4)						
Number Tested			1			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
Listening and Speaking (Grade 5-6)						
Number Tested			3			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 5-6)						
Number Tested			3			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

*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			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
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 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			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)