

New York State School Report Card

Comprehensive Information Report

BEDS Code: 60-06-01-06-0007
 Name: Owego Free Academy
 Principal: Ronald M. Pierce

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	198	240	208
Tenth	192	199	228
Eleventh	224	191	179
Twelfth	190	214	167
Ungraded Secondary	25	6	15
Total K-12 Enrollment	829	850	797

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	6	0.7%	7	0.8%	13	1.6%
Black (Not Hispanic)	6	0.7%	6	0.7%	9	1.1%
Hispanic	6	0.7%	10	1.2%	12	1.5%
White (Not Hispanic)	811	97.8%	827	97.3%	763	95.7%

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	0	0	0
Social Studies Grade 8	0	0	0
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
51	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 higher 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%	1	0.1%	2	0.3%
Eligible for Free Lunch	146	17.6%	100	11.8%	132	16.6%

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		92.2%		94.0%		93.4%
Student Suspensions	79	8.8%	40	4.8%	34	4.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.8%	5.8%	4.9%
Public Assistance	11-20%	11-20%	1-10%
Student Stability	99%	100%	98%

Staff Counts

Staff	2003-04
Total Teachers	65
Total Other Professional Staff	8
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	164	116	71%	186	131	70%	144	108	75%
Students with Disabilities	1	0	0%	25	16	64%	17	8	47%
All Students	165	116	70%	211	147	70%	161	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	5
Percent	32%	52%	1%	6%	7%	3%

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	11	28

*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	18		11		17	2.6%
	Entered GED Program*	16		8		10	1.5%
	Total Noncompleters	34		19		27	4.2%
Students with Disabilities	Dropped Out	0		4		5	3.8%
	Entered GED Program*	1		0		3	2.3%
	Total Noncompleters	1		4		8	6.2%
All Students	Dropped Out	18	2.2%	15	1.8%	22	2.8%
	Entered GED Program*	17	2.1%	8	0.9%	13	1.7%
	Total Noncompleters	35	4.2%	23	2.7%	35	4.5%

*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	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			
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; completion 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%	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	#	1	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	5	60%	2	#
U.S. Hist & Gov't	0	0%	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	217	174	179	13	20	20
Number Scoring 55–100	211	172	175	11	19	19
Number Scoring 65–100	194	159	170	10	18	17
Number Scoring 85–100	80	64	90	0	3	3
Percentage of Tested Scoring 55–100	97%	99%	98%	85%	95%	95%
Percentage of Tested Scoring 65–100	89%	91%	95%	77%	90%	85%
Percentage of Tested Scoring 85–100	37%	37%	50%	0%	15%	15%
Mathematics A						
Number Tested	3	146	230	0	18	34
Number Scoring 55–100	#	132	225	0	13	31
Number Scoring 65–100	#	124	215	0	11	28
Number Scoring 85–100	#	28	72	0	2	5
Percentage of Tested Scoring 55–100	#	90%	98%	0%	72%	91%
Percentage of Tested Scoring 65–100	#	85%	93%	0%	61%	82%
Percentage of Tested Scoring 85–100	#	19%	31%	0%	11%	15%
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	180	213	8	21	32
Number Scoring 55–100	158	171	196	7	17	28
Number Scoring 65–100	150	163	176	7	16	21
Number Scoring 85–100	64	77	94	2	6	6
Percentage of Tested Scoring 55–100	94%	95%	92%	88%	81%	88%
Percentage of Tested Scoring 65–100	89%	91%	83%	88%	76%	66%
Percentage of Tested Scoring 85–100	38%	43%	44%	25%	29%	19%
U.S. History and Government						
Number Tested	210	179	168	11	17	19
Number Scoring 55–100	204	177	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%	99%	97%	100%	94%	89%
Percentage of Tested Scoring 65–100	85%	93%	95%	64%	94%	84%
Percentage of Tested Scoring 85–100	33%	54%	54%	27%	24%	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	180	176	6	17	22
Number Scoring 55–100	174	178	174	6	17	21
Number Scoring 65–100	173	175	162	6	17	19
Number Scoring 85–100	58	47	41	2	3	3
Percentage of Tested Scoring 55–100	98%	99%	99%	100%	100%	95%
Percentage of Tested Scoring 65–100	97%	97%	92%	100%	100%	86%
Percentage of Tested Scoring 85–100	33%	26%	23%	33%	18%	14%
Physical Setting/Earth Science						
Number Tested	126	162	186	7	25	18
Number Scoring 55–100	121	150	170	6	22	14
Number Scoring 65–100	117	141	153	6	20	11
Number Scoring 85–100	45	58	55	1	6	1
Percentage of Tested Scoring 55–100	96%	93%	91%	86%	88%	78%
Percentage of Tested Scoring 65–100	93%	87%	82%	86%	80%	61%
Percentage of Tested Scoring 85–100	36%	36%	30%	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	69	1	0	1
Number Scoring 55–100	66	68	69	#	0	#
Number Scoring 65–100	65	67	67	#	0	#
Number Scoring 85–100	41	45	38	#	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%	55%	#	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	146	146	14	5	10	1
Number Scoring 55-100	114	122	8	2	7	#
Number Scoring 65-100	106	111	6	2	5	#
Number Scoring 85-100	56	53	1	2	2	#
Percentage of Tested Scoring 55-100	78%	84%	57%	40%	70%	#
Percentage of Tested Scoring 65-100	73%	76%	43%	40%	50%	#
Percentage of Tested Scoring 85-100	38%	36%	7%	40%	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	#	13	92%	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	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	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	139	139	139	30	30	30	169	169	169
Number Scoring 55–64	3	0	1	0	0	0	3	0	1
Number Scoring 65–84	69	47	61	14	12	13	83	59	74
Number Scoring 85–100	60	87	71	2	4	3	62	91	74
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)