

New York State School Report Card Comprehensive Information Report

BEDS Code: 62-12-01-06-0005
 Name: Onteora High School
 Principal: Barbara Ruben

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	169	195	202
Tenth	173	160	192
Eleventh	153	165	168
Twelfth	112	129	142
Ungraded Secondary	27	27	14
Total K-12 Enrollment	634	676	718

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	8	1.3%	15	2.2%	12	1.7%
Black (Not Hispanic)	29	4.6%	21	3.1%	20	2.8%
Hispanic	12	1.9%	25	3.7%	32	4.5%
White (Not Hispanic)	585	92.3%	615	91.0%	654	91.1%

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	15	17	0
Social Studies Grade 8	0	0	0
English Grade 10	24	23	25
Mathematics Grade 10	27	19	25
Science Grade 10	24	25	23
Social Studies Grade 10	24	23	23

(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	6	1.0%	11	1.6%	18	2.5%
Eligible for Free Lunch	49	7.7%	64	9.5%	65	9.1%

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		89.8%		90.7%		90.7%
Student Suspensions	20	3.0%	15	2.4%	12	1.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	5.1%	4.4%	6.0%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	100%	91%	99%

Staff Counts

Staff	2003-04
Total Teachers	49
Total Other Professional Staff	12
Total Paraprofessionals	NA
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	110	90	82%	127	124	98%	138	100	72%
Students with Disabilities	2	1	50%	9	8	89%	2	0	0%
All Students	112	91	81%	136	132	97%	140	100	71%

*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	82	37	4	1	4	12
Percent	59%	26%	3%	1%	3%	9%

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)
2	0	0	2

*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	16		14		15	2.4%
	Entered GED Program*	0		3		8	1.3%
	Total Noncompleters	16		17		23	3.7%
Students with Disabilities	Dropped Out	7		6		1	0.9%
	Entered GED Program*	0		2		3	2.7%
	Total Noncompleters	7		8		4	3.5%
All Students	Dropped Out	23	3.6%	20	3.0%	16	2.2%
	Entered GED Program*	0	0.0%	5	0.7%	11	1.5%
	Total Noncompleters	23	3.6%	25	3.7%	27	3.7%

*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	504	528	568
	Number of Students with Disabilities	103	121	137
	Number of All Students	607	649	705
	Percent of Enrollment	96%	96%	98%

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%	52	87%
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%	77	84%

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%	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	4	#	2	#
Science	0	0%	1	#	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	3	#
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	1	#	1	#	5	20%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	88%	29	79%	29	62%
Science	0	0%	26	15%	8	63%
Reading	0	0%	0	0%	5	0%
Writing	0	0%	1	#	7	86%
Global Studies	6	17%	13	31%	12	58%
U.S. Hist & Gov't	6	17%	0	0%	9	67%

(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	124	162	152	11	20	27
Number Scoring 55-100	121	155	144	9	15	21
Number Scoring 65-100	112	140	132	5	7	11
Number Scoring 85-100	59	68	78	0	0	1
Percentage of Tested Scoring 55-100	98%	96%	95%	82%	75%	78%
Percentage of Tested Scoring 65-100	90%	86%	87%	45%	35%	41%
Percentage of Tested Scoring 85-100	48%	42%	51%	0%	0%	4%
Mathematics A						
Number Tested	181	189	195	8	13	24
Number Scoring 55-100	151	167	185	4	9	20
Number Scoring 65-100	123	143	165	3	8	11
Number Scoring 85-100	42	29	54	0	0	1
Percentage of Tested Scoring 55-100	83%	88%	95%	50%	69%	83%
Percentage of Tested Scoring 65-100	68%	76%	85%	38%	62%	46%
Percentage of Tested Scoring 85-100	23%	15%	28%	0%	0%	4%
Mathematics B						
Number Tested	0	0	49	0	0	0
Number Scoring 55-100	0	0	44	0	0	0
Number Scoring 65-100	0	0	36	0	0	0
Number Scoring 85-100	0	0	16	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	73%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	33%	0%	0%	0%
Global History and Geography						
Number Tested	159	179	194	9	22	36
Number Scoring 55-100	157	160	175	9	17	24
Number Scoring 65-100	138	144	158	7	12	16
Number Scoring 85-100	46	62	88	0	1	2
Percentage of Tested Scoring 55-100	99%	89%	90%	100%	77%	67%
Percentage of Tested Scoring 65-100	87%	80%	81%	78%	55%	44%
Percentage of Tested Scoring 85-100	29%	35%	45%	0%	5%	6%
U.S. History and Government						
Number Tested	120	172	166	6	18	26
Number Scoring 55-100	111	165	149	6	14	20
Number Scoring 65-100	97	153	140	5	9	14
Number Scoring 85-100	16	73	78	0	1	3
Percentage of Tested Scoring 55-100	93%	96%	90%	100%	78%	77%
Percentage of Tested Scoring 65-100	81%	89%	84%	83%	50%	54%
Percentage of Tested Scoring 85-100	13%	42%	47%	0%	6%	12%

(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	155	165	189	12	16	34
Number Scoring 55-100	154	155	169	12	13	20
Number Scoring 65-100	151	146	157	11	9	14
Number Scoring 85-100	34	60	58	0	0	0
Percentage of Tested Scoring 55-100	99%	94%	89%	100%	81%	59%
Percentage of Tested Scoring 65-100	97%	88%	83%	92%	56%	41%
Percentage of Tested Scoring 85-100	22%	36%	31%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	159	183	192	16	20	23
Number Scoring 55-100	155	174	179	14	15	15
Number Scoring 65-100	145	164	170	11	12	11
Number Scoring 85-100	69	75	75	1	2	2
Percentage of Tested Scoring 55-100	97%	95%	93%	88%	75%	65%
Percentage of Tested Scoring 65-100	91%	90%	89%	69%	60%	48%
Percentage of Tested Scoring 85-100	43%	41%	39%	6%	10%	9%
Physical Setting/Chemistry						
Number Tested	114	132	137	0	2	3
Number Scoring 55-100	112	115	124	0	#	#
Number Scoring 65-100	91	81	91	0	#	#
Number Scoring 85-100	17	15	21	0	#	#
Percentage of Tested Scoring 55-100	98%	87%	91%	0%	#	#
Percentage of Tested Scoring 65-100	80%	61%	66%	0%	#	#
Percentage of Tested Scoring 85-100	15%	11%	15%	0%	#	#
Physical Setting/Physics						
Number Tested			9			0
Number Scoring 55-100			9			0
Number Scoring 65-100			8			0
Number Scoring 85-100			2			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			89%			0%
Percentage of Tested Scoring 85-100			22%			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	23	24	14	0	0	0
Number Scoring 55-100	23	24	14	0	0	0
Number Scoring 65-100	21	24	14	0	0	0
Number Scoring 85-100	14	17	13	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	61%	71%	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	20	21	22	0	0	0
Number Scoring 55-100	20	21	22	0	0	0
Number Scoring 65-100	20	21	20	0	0	0
Number Scoring 85-100	12	11	14	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	91%	0%	0%	0%
Percentage of Tested Scoring 85-100	60%	52%	64%	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	48	45	41	0	0	0
Number Scoring 55-100	48	45	41	0	0	0
Number Scoring 65-100	48	45	41	0	0	0
Number Scoring 85-100	32	36	29	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	67%	80%	71%	0%	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	108	18	2	0	0	0
Number Scoring 55-100	95	14	#	0	0	0
Number Scoring 65-100	81	9	#	0	0	0
Number Scoring 85-100	39	1	#	0	0	0
Percentage of Tested Scoring 55-100	88%	78%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	75%	50%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	36%	6%	#	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	32	91%	17	88%	16	100%
Students with Disabilities	17	88%	3	#	8	75%

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	147	147	147	3	3	3	150	150	150
Number Scoring 55–64	#	#	#	#	#	#	9	6	1
Number Scoring 65–84	#	#	#	#	#	#	84	70	69
Number Scoring 85–100	#	#	#	#	#	#	46	68	74
Approved Alternatives	#	#	#	#	#	#	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)