

# New York State School Report Card Comprehensive Information Report

BEDS Code: 47-16-01-04-0005  
 Name: Unatego Junior-Senior High School  
 Principal: Jeffrey Bennett

Grade Range : 7-12

## 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	109	125	102
Eighth	114	114	125
Ninth	112	117	109
Tenth	127	104	111
Eleventh	97	105	92
Twelfth	82	82	99
Ungraded Secondary	0	7	9
Total K-12 Enrollment	641	654	647

## 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	1	0.2%	0	0.0%	0	0.0%
Black (Not Hispanic)	7	1.1%	6	0.9%	8	1.2%
Hispanic	5	0.8%	6	0.9%	6	0.9%
White (Not Hispanic)	628	98.0%	642	98.2%	633	97.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	22	23
Mathematics Grade 8	22	22	24
Science Grade 8	22	21	23
Social Studies Grade 8	22	21	23
English Grade 10	22	19	19
Mathematics Grade 10	18	18	21
Science Grade 10	0	20	21
Social Studies Grade 10	23	18	20

(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	4	0.6%	0	0.0%	0	0.0%
Eligible for Free Lunch	102	15.9%	135	20.6%	93	14.4%

### 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		91.0%		92.3%		93.8%
Student Suspensions	57	9.1%	43	6.7%	53	8.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	13.9%	15.1%	9.7%
Public Assistance	31-40%	21-30%	31-40%
Student Stability	93%	100%	100%

### Staff Counts

Staff	2003-04
Total Teachers	50
Total Other Professional Staff	7
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	67	46	69%	1	0	0%	85	62	73%
Students with Disabilities	4	1	25%	0	0	0%	5	1	20%
All Students	71	47	66%	1	0	0%	90	63	70%

\*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	40	31	4	3	12	0
Percent	44%	34%	4%	3%	13%	0%

## 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)
5	1	4	9

\*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	12		5		4	1.1%
	Entered GED Program*	4		5		0	0.0%
	Total Noncompleters	16		10		4	1.1%
Students with Disabilities	Dropped Out	4		4		0	0.0%
	Entered GED Program*	2		0		1	1.6%
	Total Noncompleters	6		4		1	1.6%
All Students	Dropped Out	16	3.8%	9	2.2%	4	0.9%
	Entered GED Program*	6	1.4%	5	1.2%	1	0.2%
	Total Noncompleters	22	5.3%	14	3.4%	5	1.2%

\*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	1	96	80
	Number of Students with Disabilities	0	18	20
	Number of All Students	1	114	100
	Percent of Enrollment	0%	47%	43%
9-12	Number of General-Education Students	0	189	0
	Number of Students with Disabilities	0	20	0
	Number of All Students	0	209	0
	Percent of Enrollment	0%	51%	0%

## 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	3	#	21	95%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	60%	32	94%	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	1	#	3	#	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	2	#	4	#	10	80%
Science	0	0%	2	#	1	#
Reading	0	0%	1	#	1	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	0	0%	4	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	100%	11	100%	11	55%
Science	3	#	1	#	1	#
Reading	0	0%	7	100%	5	60%
Writing	4	#	9	100%	5	80%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	2	#	2	#	4	#

(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	75	92	92	8	7	8
Number Scoring 55-100	67	83	86	2	7	3
Number Scoring 65-100	56	69	83	1	6	2
Number Scoring 85-100	27	22	52	0	0	0
Percentage of Tested Scoring 55-100	89%	90%	93%	25%	100%	38%
Percentage of Tested Scoring 65-100	75%	75%	90%	12%	86%	25%
Percentage of Tested Scoring 85-100	36%	24%	57%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	32	101	99	9	9	5
Number Scoring 55-100	17	90	97	2	6	3
Number Scoring 65-100	9	76	95	2	5	3
Number Scoring 85-100	1	16	19	0	0	0
Percentage of Tested Scoring 55-100	53%	89%	98%	22%	67%	60%
Percentage of Tested Scoring 65-100	28%	75%	96%	22%	56%	60%
Percentage of Tested Scoring 85-100	3%	16%	19%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	45	0	0	1
Number Scoring 55-100	0	0	39	0	0	#
Number Scoring 65-100	0	0	30	0	0	#
Number Scoring 85-100	0	0	7	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	87%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	67%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	16%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	98	89	101	10	9	9
Number Scoring 55-100	93	81	93	10	5	8
Number Scoring 65-100	84	73	84	5	4	5
Number Scoring 85-100	33	40	46	1	1	1
Percentage of Tested Scoring 55-100	95%	91%	92%	100%	56%	89%
Percentage of Tested Scoring 65-100	86%	82%	83%	50%	44%	56%
Percentage of Tested Scoring 85-100	34%	45%	46%	10%	11%	11%
<b>U.S. History and Government</b>						
Number Tested	71	92	80	4	9	8
Number Scoring 55-100	71	90	73	#	7	5
Number Scoring 65-100	67	86	69	#	6	5
Number Scoring 85-100	25	43	41	#	0	1
Percentage of Tested Scoring 55-100	100%	98%	91%	#	78%	62%
Percentage of Tested Scoring 65-100	94%	93%	86%	#	67%	62%
Percentage of Tested Scoring 85-100	35%	47%	51%	#	0%	12%

(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	184	98	88	19	12	7
Number Scoring 55-100	177	94	87	19	11	6
Number Scoring 65-100	172	88	81	17	9	4
Number Scoring 85-100	53	33	27	0	0	0
Percentage of Tested Scoring 55-100	96%	96%	99%	100%	92%	86%
Percentage of Tested Scoring 65-100	93%	90%	92%	89%	75%	57%
Percentage of Tested Scoring 85-100	29%	34%	31%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	8	74	87	3	8	9
Number Scoring 55-100	6	70	83	#	6	8
Number Scoring 65-100	5	64	77	#	4	6
Number Scoring 85-100	1	34	34	#	0	0
Percentage of Tested Scoring 55-100	75%	95%	95%	#	75%	89%
Percentage of Tested Scoring 65-100	62%	86%	89%	#	50%	67%
Percentage of Tested Scoring 85-100	12%	46%	39%	#	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	55	70	72	1	2	4
Number Scoring 55-100	44	65	64	#	#	#
Number Scoring 65-100	32	59	46	#	#	#
Number Scoring 85-100	6	13	6	#	#	#
Percentage of Tested Scoring 55-100	80%	93%	89%	#	#	#
Percentage of Tested Scoring 65-100	58%	84%	64%	#	#	#
Percentage of Tested Scoring 85-100	11%	19%	8%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			47			0
Number Scoring 55-100			44			0
Number Scoring 65-100			36			0
Number Scoring 85-100			7			0
Percentage of Tested Scoring 55-100			94%			0%
Percentage of Tested Scoring 65-100			77%			0%
Percentage of Tested Scoring 85-100			15%			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	11	9	17	0	0	0
Number Scoring 55-100	11	9	17	0	0	0
Number Scoring 65-100	11	9	17	0	0	0
Number Scoring 85-100	6	8	14	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	55%	89%	82%	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	31	36	38	0	0	0
Number Scoring 55-100	31	36	38	0	0	0
Number Scoring 65-100	31	36	38	0	0	0
Number Scoring 85-100	27	26	27	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	87%	72%	71%	0%	0%	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	53	63	2	0	1	0
Number Scoring 55-100	42	52	#	0	#	0
Number Scoring 65-100	36	46	#	0	#	0
Number Scoring 85-100	15	20	#	0	#	0
Percentage of Tested Scoring 55-100	79%	83%	#	0%	#	0%
Percentage of Tested Scoring 65-100	68%	73%	#	0%	#	0%
Percentage of Tested Scoring 85-100	28%	32%	#	0%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	26	100%	39	95%	39	90%
Students with Disabilities	6	100%	9	78%	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
<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	98	0%	17%	70%	12%
	Students with Disabilities	16	44%	31%	25%	0%
	All Students	114	6%	19%	64%	11%

(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	93	93	93	9	9	9	102	102	102
Number Scoring 55–64	4	4	0	2	1	0	6	5	0
Number Scoring 65–84	48	37	48	2	4	6	50	41	54
Number Scoring 85–100	31	45	38	1	0	0	32	45	38
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
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)