

# 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**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	4	0.2%	7	0.3%	4	0.2%
<b>Eligible for Free Lunch</b>	631	26.3%	427	18.0%	503	21.9%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.6%		95.2%		94.8%
<b>Student Suspensions</b>	88	3.5%	44	1.8%	40	1.7%

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

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

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
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; 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	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
<b>Comprehensive English</b>						
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%
<b>Mathematics A</b>						
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%
<b>Mathematics B</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%	#
<b>Global History and Geography</b>						
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%
<b>U.S. History and Government</b>						
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
<b>Living Environment</b>						
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%
<b>Physical Setting/Earth Science</b>						
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%
<b>Physical Setting/Chemistry</b>						
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%	#
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%
<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	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%	#
<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	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
<b>Nov 2003</b>	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
<b>June 2004</b>	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

	Count of Students					
Test	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	3	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	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
<b>Listening and Speaking (Grade K-1)</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 K-1)</b>						
Number Tested			1			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			1			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			1			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			3			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 5-6)</b>						
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)\***

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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			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)