

# New York State School Report Card Comprehensive Information Report

BEDS Code: 25-14-00-01-0009  
 Name: Oneida Senior High School  
 Principal: James Vitale

Grade Range : 9-12

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	195	200	197
Tenth	212	190	187
Eleventh	201	202	187
Twelfth	172	176	184
Ungraded Secondary	27	21	31
Total K-12 Enrollment	807	789	786

## Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	27	3.3%	11	1.4%	11	1.4%
Black (Not Hispanic)	2	0.2%	1	0.1%	3	0.4%
Hispanic	7	0.9%	7	0.9%	6	0.8%
White (Not Hispanic)	771	95.5%	770	97.6%	766	97.5%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
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	18	15	19
Mathematics Grade 10	18	19	20
Science Grade 10	22	16	20
Social Studies Grade 10	19	19	20

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.5%	4	0.5%	5	0.6%
Eligible for Free Lunch	86	10.7%	54	6.8%	84	10.7%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.3%		93.5%		93.1%
Student Suspensions	86	10.2%	97	12.0%	94	11.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.8%	3.9%	4.1%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	99%	90%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	63
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	140	104	74%	147	91	62%	146	110	75%
Students with Disabilities	7	2	29%	11	3	27%	20	7	35%
All Students	147	106	72%	158	94	59%	166	117	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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	84	59	2	6	14	1
Percent	51%	36%	1%	4%	8%	1%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
20	7	2	22

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			32		37	
	Entered GED Program*			5		0	
	Total Noncompleters			37		37	
Students with Disabilities	Dropped Out			5		11	
	Entered GED Program*			2		0	
	Total Noncompleters			7		11	
All Students	Dropped Out	32	4.0%	37	4.7%	48	6.1%
	Entered GED Program*	17	2.1%	7	0.9%	0	0.0%
	Total Noncompleters	49	6.1%	44	5.6%	48	6.1%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	2000-2001		2001-2002		2002-2003	
	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%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	2	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	8	88%
Writing	0	0%	0	0%	8	75%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	161	3	177	15	0	12
Number Scoring 55–100	155	#	171	10	0	9
Number Scoring 65–100	133	#	165	5	0	7
Number Scoring 85–100	51	#	72	2	0	0
Percentage of Tested Scoring 55–100	96%	#	97%	67%	0%	75%
Percentage of Tested Scoring 65–100	83%	#	93%	33%	0%	58%
Percentage of Tested Scoring 85–100	32%	#	41%	13%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	12	210	0	3	8
Number Scoring 55–100	0	7	178	0	#	5
Number Scoring 65–100	0	3	152	0	#	5
Number Scoring 85–100	0	0	13	0	#	0
Percentage of Tested Scoring 55–100	0%	58%	85%	0%	#	62%
Percentage of Tested Scoring 65–100	0%	25%	72%	0%	#	62%
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	196	180	206	26	11	16
Number Scoring 55–100	192	155	174	24	7	9
Number Scoring 65–100	174	139	159	17	5	8
Number Scoring 85–100	84	45	54	1	1	1
Percentage of Tested Scoring 55–100	98%	86%	84%	92%	64%	56%
Percentage of Tested Scoring 65–100	89%	77%	77%	65%	45%	50%
Percentage of Tested Scoring 85–100	43%	25%	26%	4%	9%	6%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	173	193	180	15	25	15
Number Scoring 55–100	158	166	175	13	16	12
Number Scoring 65–100	131	141	168	9	13	9
Number Scoring 85–100	69	79	74	2	1	2
Percentage of Tested Scoring 55–100	91%	86%	97%	87%	64%	80%
Percentage of Tested Scoring 65–100	76%	73%	93%	60%	52%	60%
Percentage of Tested Scoring 85–100	40%	41%	41%	13%	4%	13%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	170	140	189	20	8	15
Number Scoring 55–100	170	140	187	20	8	14
Number Scoring 65–100	161	139	181	16	7	13
Number Scoring 85–100	52	51	62	0	0	2
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	93%
Percentage of Tested Scoring 65–100	95%	99%	96%	80%	88%	87%
Percentage of Tested Scoring 85–100	31%	36%	33%	0%	0%	13%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	125	141	122	2	3	4
Number Scoring 55–100	121	141	121	#	#	#
Number Scoring 65–100	113	136	119	#	#	#
Number Scoring 85–100	44	50	54	#	#	#
Percentage of Tested Scoring 55–100	97%	100%	99%	#	#	#
Percentage of Tested Scoring 65–100	90%	96%	98%	#	#	#
Percentage of Tested Scoring 85–100	35%	35%	44%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		88	69		2	2
Number Scoring 55–100		81	69		#	#
Number Scoring 65–100		77	65		#	#
Number Scoring 85–100		8	20		#	#
Percentage of Tested Scoring 55–100		92%	100%		#	#
Percentage of Tested Scoring 65–100		88%	94%		#	#
Percentage of Tested Scoring 85–100		9%	29%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	33	23	29	0	0	0
Number Scoring 55–100	33	23	28	0	0	0
Number Scoring 65–100	32	23	27	0	0	0
Number Scoring 85–100	14	8	12	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	35%	41%	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	80	70	69	0	0	1
Number Scoring 55–100	80	68	69	0	0	#
Number Scoring 65–100	79	68	67	0	0	#
Number Scoring 85–100	52	41	31	0	0	#
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	99%	97%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	65%	59%	45%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	154	157	33	7	10	3
Number Scoring 55–100	132	112	27	5	5	#
Number Scoring 65–100	121	88	20	5	2	#
Number Scoring 85–100	44	32	3	2	0	#
Percentage of Tested Scoring 55–100	86%	71%	82%	71%	50%	#
Percentage of Tested Scoring 65–100	79%	56%	61%	71%	20%	#
Percentage of Tested Scoring 85–100	29%	20%	9%	29%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	98	99	108	2	5	4
Number Scoring 55–100	75	85	99	#	4	#
Number Scoring 65–100	64	72	84	#	3	#
Number Scoring 85–100	35	33	30	#	0	#
Percentage of Tested Scoring 55–100	77%	86%	92%	#	80%	#
Percentage of Tested Scoring 65–100	65%	73%	78%	#	60%	#
Percentage of Tested Scoring 85–100	36%	33%	28%	#	0%	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	52	98%	54	0%	34	88%
Students with Disabilities	11	100%	7	0%	4	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</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 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%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	165	165	165	23	23	23	188	188	188
Number Scoring 55–64	5	17	1	7	3	0	12	20	1
Number Scoring 65–84	73	50	69	10	11	10	83	61	79
Number Scoring 85–100	76	78	64	3	2	1	79	80	65
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)