

New York State District Report Card Comprehensive Information Report

BEDS Code: 47-14-00-01-0000

Name: Oneonta City School District

Superintendent: James C. Piscitelli

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	31	32	32
Kindergarten	151	122	158
First	146	149	117
Second	156	144	140
Third	153	156	144
Fourth	150	138	148
Fifth	189	145	149
Sixth	166	183	151
Ungraded Elementary	13	29	22
Seventh	180	207	205
Eighth	163	187	198
Ninth	204	170	187
Tenth	156	172	170
Eleventh	171	158	170
Twelfth	164	178	160
Ungraded Secondary	3	4	12
Total K-12 Enrollment	2165	2142	2131

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	53	2.4%	61	2.8%	57	2.7%
Black (Not Hispanic)	74	3.4%	84	3.9%	94	4.4%
Hispanic	37	1.7%	51	2.4%	64	3.0%
White (Not Hispanic)	2001	92.4%	1946	90.8%	1916	89.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	17	19
Common Branch	20	19	18
English Grade 8	20	18	19
Mathematics Grade 8	20	18	19
Science Grade 8	20	18	22
Social Studies Grade 8	20	18	20
English Grade 10	19	18	20
Mathematics Grade 10	17	17	17
Science Grade 10	18	20	19
Social Studies Grade 10	18	17	18

(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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	17	0.8%	17	0.8%	14	0.6%
Eligible for Free Lunch	399	18.4%	381	17.8%	420	19.7%

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		95.5%		95.5%		95.7%
Student Suspensions	61	2.9%	100	4.6%	97	4.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.0%	7.1%	7.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	179
Total Other Professional Staff	38
Total Paraprofessionals	70
Teaching Out of Certification*	5
Teachers with Temporary Licenses	1

*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	138	91	66%	148	113	76%	126	91	72%
Students with Disabilities	3	0	0%	0	0	0%	8	3	38%
All Students	141	91	65%	148	113	76%	134	94	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	91	31	0	2	3	7
Percent	68%	23%	0%	1%	2%	5%

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)
8	3	3	11

*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			2		1	
	Entered GED Program*			6		18	
	Total Noncompleters			8		19	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			1		5	
	Total Noncompleters			1		5	
All Students	Dropped Out	2	0.3%	2	0.3%	1	0.1%
	Entered GED Program*	9	1.3%	7	1.0%	23	3.3%
	Total Noncompleters	11	1.6%	9	1.3%	24	3.4%

*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		605	572
	Number of Students with Disabilities		73	78
	Number of All Students		678	650
	Percent of Enrollment		100%	94%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	45	89%	37	86%	48	90%
German	15	87%	23	87%	18	61%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	67	72%	96	71%	120	90%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	3	#
German	1	#	0	0%	1	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	8	25%	11	45%	23	61%

(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	1	#	0	0%	2	#
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	1	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	169	136	139	11	7	12
Number Scoring 55–100	169	135	137	11	6	12
Number Scoring 65–100	166	126	130	9	5	8
Number Scoring 85–100	103	74	65	2	0	1
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	86%	100%
Percentage of Tested Scoring 65–100	98%	93%	94%	82%	71%	67%
Percentage of Tested Scoring 85–100	61%	54%	47%	18%	0%	8%
Mathematics A						
Number Tested	2	138	146	1	7	13
Number Scoring 55–100	#	126	131	#	6	9
Number Scoring 65–100	#	117	115	#	4	8
Number Scoring 85–100	#	60	28	#	1	0
Percentage of Tested Scoring 55–100	#	91%	90%	#	86%	69%
Percentage of Tested Scoring 65–100	#	85%	79%	#	57%	62%
Percentage of Tested Scoring 85–100	#	43%	19%	#	14%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	99	0	0	5
Number Scoring 55–100	0	0	73	0	0	1
Number Scoring 65–100	0	0	58	0	0	0
Number Scoring 85–100	0	0	13	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	74%	0%	0%	20%
Percentage of Tested Scoring 65–100	0%	0%	59%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	13%	0%	0%	0%
Global History and Geography						
Number Tested	155	144	158	16	12	16
Number Scoring 55–100	155	143	154	16	12	13
Number Scoring 65–100	152	140	148	15	11	13
Number Scoring 85–100	80	73	68	3	3	1
Percentage of Tested Scoring 55–100	100%	99%	97%	100%	100%	81%
Percentage of Tested Scoring 65–100	98%	97%	94%	94%	92%	81%
Percentage of Tested Scoring 85–100	52%	51%	43%	19%	25%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	169	148	144	9	9	14
Number Scoring 55–100	164	139	141	7	7	12
Number Scoring 65–100	154	120	137	4	6	11
Number Scoring 85–100	76	59	88	1	1	4
Percentage of Tested Scoring 55–100	97%	94%	98%	78%	78%	86%
Percentage of Tested Scoring 65–100	91%	81%	95%	44%	67%	79%
Percentage of Tested Scoring 85–100	45%	40%	61%	11%	11%	29%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	122	149	131	10	11	12
Number Scoring 55–100	122	149	130	10	11	11
Number Scoring 65–100	117	149	129	6	11	11
Number Scoring 85–100	38	82	60	1	1	0
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	92%
Percentage of Tested Scoring 65–100	96%	100%	98%	60%	100%	92%
Percentage of Tested Scoring 85–100	31%	55%	46%	10%	9%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	189	180	208	15	20	32
Number Scoring 55–100	183	172	194	12	18	24
Number Scoring 65–100	176	153	186	10	13	20
Number Scoring 85–100	89	68	99	2	1	6
Percentage of Tested Scoring 55–100	97%	96%	93%	80%	90%	75%
Percentage of Tested Scoring 65–100	93%	85%	89%	67%	65%	62%
Percentage of Tested Scoring 85–100	47%	38%	48%	13%	5%	19%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		73	117		1	3
Number Scoring 55–100		72	116		#	#
Number Scoring 65–100		67	106		#	#
Number Scoring 85–100		17	46		#	#
Percentage of Tested Scoring 55–100		99%	99%		#	#
Percentage of Tested Scoring 65–100		92%	91%		#	#
Percentage of Tested Scoring 85–100		23%	39%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	24	35	37	2	1	0
Number Scoring 55–100	24	35	37	#	#	0
Number Scoring 65–100	24	33	37	#	#	0
Number Scoring 85–100	12	14	27	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	#	#	0%
Percentage of Tested Scoring 85–100	50%	40%	73%	#	#	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	22	9	8	0	0	2
Number Scoring 55–100	22	9	8	0	0	#
Number Scoring 65–100	22	9	8	0	0	#
Number Scoring 85–100	14	4	6	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	64%	44%	75%	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	64	58	51	0	0	0
Number Scoring 55–100	63	57	51	0	0	0
Number Scoring 65–100	63	55	51	0	0	0
Number Scoring 85–100	44	27	38	0	0	0
Percentage of Tested Scoring 55–100	98%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	69%	47%	75%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	147	23	6	11	3	1
Number Scoring 55–100	115	17	6	5	#	#
Number Scoring 65–100	97	16	5	3	#	#
Number Scoring 85–100	47	0	0	1	#	#
Percentage of Tested Scoring 55–100	78%	74%	100%	45%	#	#
Percentage of Tested Scoring 65–100	66%	70%	83%	27%	#	#
Percentage of Tested Scoring 85–100	32%	0%	0%	9%	#	#
Sequential Mathematics, Course III						
Number Tested	138	112	14	2	1	2
Number Scoring 55–100	118	101	11	#	#	#
Number Scoring 65–100	100	93	8	#	#	#
Number Scoring 85–100	41	52	1	#	#	#
Percentage of Tested Scoring 55–100	86%	90%	79%	#	#	#
Percentage of Tested Scoring 65–100	72%	83%	57%	#	#	#
Percentage of Tested Scoring 85–100	30%	46%	7%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	60	98%	78	100%	44	98%
Students with Disabilities	6	100%	7	100%	15	80%

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
Nov 2002	General-Education Students	155	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	157	4%	6%	63%	27%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	163	1%	10%	80%	9%
	Students with Disabilities	34	9%	68%	24%	0%
	All Students	197	3%	20%	70%	7%

(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
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

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	131	131	131	12	12	12	143	143	143
Number Scoring 55–64	0	7	1	2	2	1	2	9	2
Number Scoring 65–84	50	56	51	4	3	5	54	59	56
Number Scoring 85–100	75	58	74	1	0	1	76	58	75
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)