

# New York State School Report Card Comprehensive Information Report

BEDS Code: 60-06-01-06-0007

Grade Range : 9-12

Name: Owego Free Academy

Principal: Ronald M. Pierce

## 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	219	198	240
Tenth	267	192	199
Eleventh	224	224	191
Twelfth	191	190	214
Ungraded Secondary	0	25	6
Total K-12 Enrollment	901	829	850

## 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	10	1.1%	6	0.7%	7	0.8%
Black (Not Hispanic)	7	0.8%	6	0.7%	6	0.7%
Hispanic	0	0.0%	6	0.7%	10	1.2%
White (Not Hispanic)	884	98.1%	811	97.8%	827	97.3%

## 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	22	24	20
Mathematics Grade 10	18	21	22
Science Grade 10	21	20	27
Social Studies Grade 10	22	22	22

(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	0	0.0%	0	0.0%	1	0.1%
Eligible for Free Lunch	89	9.9%	146	17.6%	100	11.8%

### 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		92.9%		92.2%		94.0%
Student Suspensions	41	4.5%	79	8.8%	40	4.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.8%	7.8%	5.8%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	97%	99%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	61
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	133	94	71%	164	116	71%	186	131	70%
Students with Disabilities	14	1	7%	1	0	0%	25	16	64%
All Students	147	95	65%	165	116	70%	211	147	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	81	76	1	6	1	46
Percent	38%	36%	0%	3%	0%	22%

## 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)
25	16	10	35

\*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			18		11	
	Entered GED Program*			16		8	
	Total Noncompleters			34		19	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			1		0	
	Total Noncompleters			1		4	
All Students	Dropped Out	14	1.6%	18	2.2%	15	1.8%
	Entered GED Program*	23	2.6%	17	2.1%	8	0.9%
	Total Noncompleters	37	4.1%	35	4.2%	23	2.7%

\*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	24
	Number of Students with Disabilities		0	6
	Number of All Students		0	30
	Percent of Enrollment		0%	4%

## 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	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	2	#
U.S. Hist & Gov't	3	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	1	#
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	5	60%
U.S. Hist & Gov't	1	#	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	193	217	174	15	13	20
Number Scoring 55–100	185	211	172	14	11	19
Number Scoring 65–100	175	194	159	12	10	18
Number Scoring 85–100	49	80	64	1	0	3
Percentage of Tested Scoring 55–100	96%	97%	99%	93%	85%	95%
Percentage of Tested Scoring 65–100	91%	89%	91%	80%	77%	90%
Percentage of Tested Scoring 85–100	25%	37%	37%	7%	0%	15%
<b>Mathematics A</b>						
Number Tested	7	3	146	3	0	18
Number Scoring 55–100	2	#	132	#	0	13
Number Scoring 65–100	1	#	124	#	0	11
Number Scoring 85–100	1	#	28	#	0	2
Percentage of Tested Scoring 55–100	29%	#	90%	#	0%	72%
Percentage of Tested Scoring 65–100	14%	#	85%	#	0%	61%
Percentage of Tested Scoring 85–100	14%	#	19%	#	0%	11%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	228	168	180	30	8	21
Number Scoring 55–100	225	158	171	30	7	17
Number Scoring 65–100	219	150	163	29	7	16
Number Scoring 85–100	110	64	77	6	2	6
Percentage of Tested Scoring 55–100	99%	94%	95%	100%	88%	81%
Percentage of Tested Scoring 65–100	96%	89%	91%	97%	88%	76%
Percentage of Tested Scoring 85–100	48%	38%	43%	20%	25%	29%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	186	210	179	16	11	17
Number Scoring 55–100	177	204	177	14	11	16
Number Scoring 65–100	165	178	167	13	7	16
Number Scoring 85–100	81	70	96	3	3	4
Percentage of Tested Scoring 55–100	95%	97%	99%	88%	100%	94%
Percentage of Tested Scoring 65–100	89%	85%	93%	81%	64%	94%
Percentage of Tested Scoring 85–100	44%	33%	54%	19%	27%	24%

(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	168	178	180	21	6	17
Number Scoring 55–100	168	174	178	21	6	17
Number Scoring 65–100	162	173	175	21	6	17
Number Scoring 85–100	49	58	47	3	2	3
Percentage of Tested Scoring 55–100	100%	98%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	96%	97%	97%	100%	100%	100%
Percentage of Tested Scoring 85–100	29%	33%	26%	14%	33%	18%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	171	126	162	21	7	25
Number Scoring 55–100	160	121	150	20	6	22
Number Scoring 65–100	150	117	141	20	6	20
Number Scoring 85–100	66	45	58	3	1	6
Percentage of Tested Scoring 55–100	94%	96%	93%	95%	86%	88%
Percentage of Tested Scoring 65–100	88%	93%	87%	95%	86%	80%
Percentage of Tested Scoring 85–100	39%	36%	36%	14%	14%	24%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		98	98		2	6
Number Scoring 55–100		92	94		#	6
Number Scoring 65–100		83	83		#	5
Number Scoring 85–100		14	23		#	0
Percentage of Tested Scoring 55–100		94%	96%		#	100%
Percentage of Tested Scoring 65–100		85%	85%		#	83%
Percentage of Tested Scoring 85–100		14%	23%		#	0%
<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	13	16	0	0	0
Number Scoring 55–100	33	13	16	0	0	0
Number Scoring 65–100	33	13	16	0	0	0
Number Scoring 85–100	15	10	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	45%	77%	81%	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	70	66	69	1	1	0
Number Scoring 55–100	70	66	68	#	#	0
Number Scoring 65–100	69	65	67	#	#	0
Number Scoring 85–100	39	41	45	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	99%	#	#	0%
Percentage of Tested Scoring 65–100	99%	98%	97%	#	#	0%
Percentage of Tested Scoring 85–100	56%	62%	65%	#	#	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	223	197	28	22	8	8
Number Scoring 55–100	177	161	21	15	4	7
Number Scoring 65–100	157	146	17	12	4	5
Number Scoring 85–100	74	58	5	5	1	1
Percentage of Tested Scoring 55–100	79%	82%	75%	68%	50%	88%
Percentage of Tested Scoring 65–100	70%	74%	61%	55%	50%	62%
Percentage of Tested Scoring 85–100	33%	29%	18%	23%	12%	12%
<b>Sequential Mathematics, Course III</b>						
Number Tested	161	146	146	6	5	10
Number Scoring 55–100	134	114	122	3	2	7
Number Scoring 65–100	118	106	111	1	2	5
Number Scoring 85–100	49	56	53	1	2	2
Percentage of Tested Scoring 55–100	83%	78%	84%	50%	40%	70%
Percentage of Tested Scoring 65–100	73%	73%	76%	17%	40%	50%
Percentage of Tested Scoring 85–100	30%	38%	36%	17%	40%	20%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	63	92%	20	85%	55	93%
Students with Disabilities	16	94%	3	#	13	92%

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	183	183	183	39	39	39	222	222	222
Number Scoring 55–64	3	13	3	2	4	0	5	17	3
Number Scoring 65–84	72	101	88	16	15	20	88	116	108
Number Scoring 85–100	97	61	85	7	7	6	104	68	91
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)