

New York State District Report Card Comprehensive Information Report

BEDS Code: 47-16-01-04-0000
 Name: Otego-Unadilla Central School District
 Superintendent: Rexford A. Hurlburt Jr

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	81	87	77
First	68	85	90
Second	89	72	76
Third	79	79	69
Fourth	96	85	87
Fifth	88	104	80
Sixth	85	95	109
Ungraded Elementary	18	5	0
Seventh	125	102	102
Eighth	114	125	105
Ninth	117	109	131
Tenth	104	111	107
Eleventh	105	92	101
Twelfth	82	99	90
Ungraded Secondary	7	9	8
Total K-12 Enrollment	1258	1259	1232

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	9	0.7%	2	0.2%	6	0.5%
Black (Not Hispanic)	21	1.7%	19	1.5%	11	0.9%
Hispanic	15	1.2%	15	1.2%	6	0.5%
White (Not Hispanic)	1213	96.4%	1223	97.1%	1209	98.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	13	15	15
Common Branch	18	19	16
English Grade 8	22	23	19
Mathematics Grade 8	22	24	16
Science Grade 8	21	23	19
Social Studies Grade 8	21	23	17
English Grade 10	19	19	19
Mathematics Grade 10	18	21	16
Science Grade 10	20	21	21
Social Studies Grade 10	18	20	19

(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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	1	0.1%
Eligible for Free Lunch	320	25.4%	229	18.2%	230	18.7%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.1%		95.7%		95.6%
Student Suspensions	49	3.9%	66	5.3%	63	5.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	16.5%	12.8%	15.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	108
Total Other Professional Staff	16
Total Paraprofessionals	48
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	1	85	73
	Regents Diplomas	0	62	70
	% Regents Diplomas	0%	73%	96%
	Regents Diplomas with Advanced Designation**			35
	% Regents Diplomas with Advanced Designation			48%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	5	6
	Regents Diplomas	0	1	1
	% Regents Diplomas	0%	20%	17%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			17%
	IEP Diplomas or Local Certificates	0	4	3
All Students	Total Graduates*	1	90	79
	Regents Diplomas	0	63	71
	% Regents Diplomas	0%	70%	90%
	Regents Diplomas with Advanced Designation**			36
	% Regents Diplomas with Advanced Designation			46%
	IEP Diplomas or Local Certificates	0	4	3

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	39	23	0	5	5	1	0	0
	Percent	53%	32%	0%	7%	7%	1%	0%	0%
Students with Disabilities	Number	0	2	0	0	4	0	0	0
	Percent	0%	33%	0%	0%	67%	0%	0%	0%
All Students	Number	39	25	0	5	9	1	0	0
	Percent	49%	32%	0%	6%	11%	1%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	5		4	1.1%	6	1.7%
	Entered GED Program*	5		0	0.0%	5	1.4%
	Total Noncompleters	10		4	1.1%	11	3.2%
Students with Disabilities	Dropped Out	4		0	0.0%	3	4.1%
	Entered GED Program*	0		1	1.6%	2	2.7%
	Total Noncompleters	4		1	1.6%	5	6.8%
All Students	Dropped Out	9	2.2%	4	0.9%	9	2.1%
	Entered GED Program*	5	1.2%	1	0.2%	7	1.7%
	Total Noncompleters	14	3.4%	5	1.2%	16	3.8%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	96	80	84
	Number of Students with Disabilities	18	20	20
	Number of All Students	114	100	104
	Percent of Enrollment	35%	31%	33%
9-12	Number of General-Education Students	189	0	342
	Number of Students with Disabilities	20	0	95
	Number of All Students	209	0	437
	Percent of Enrollment	51%	0%	100%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	21	95%	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	32	94%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	3	#	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	10	80%	1	#
Science	2	#	1	#	0	0%
Reading	1	#	1	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	4	#	0	0%
U.S. Hist & Gov't	0	0%	2	#	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	100%	11	55%	14	93%
Science	1	#	1	#	3	#
Reading	7	100%	5	60%	5	100%
Writing	9	100%	5	80%	1	#
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	2	#	4	#	5	20%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	92	92	97	7	8	13
Number Scoring 55-100	83	86	93	7	3	10
Number Scoring 65-100	69	83	86	6	2	4
Number Scoring 85-100	22	52	39	0	0	0
Percentage of Tested Scoring 55-100	90%	93%	96%	100%	38%	77%
Percentage of Tested Scoring 65-100	75%	90%	89%	86%	25%	31%
Percentage of Tested Scoring 85-100	24%	57%	40%	0%	0%	0%
Mathematics A						
Number Tested	101	99	75	9	5	9
Number Scoring 55-100	90	97	73	6	3	7
Number Scoring 65-100	76	95	71	5	3	6
Number Scoring 85-100	16	19	25	0	0	0
Percentage of Tested Scoring 55-100	89%	98%	97%	67%	60%	78%
Percentage of Tested Scoring 65-100	75%	96%	95%	56%	60%	67%
Percentage of Tested Scoring 85-100	16%	19%	33%	0%	0%	0%
Mathematics B						
Number Tested	0	45	57	0	1	0
Number Scoring 55-100	0	39	42	0	#	0
Number Scoring 65-100	0	30	24	0	#	0
Number Scoring 85-100	0	7	3	0	#	0
Percentage of Tested Scoring 55-100	0%	87%	74%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	67%	42%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	16%	5%	0%	#	0%
Global History and Geography						
Number Tested	89	101	92	9	9	13
Number Scoring 55-100	81	93	81	5	8	7
Number Scoring 65-100	73	84	72	4	5	4
Number Scoring 85-100	40	46	42	1	1	0
Percentage of Tested Scoring 55-100	91%	92%	88%	56%	89%	54%
Percentage of Tested Scoring 65-100	82%	83%	78%	44%	56%	31%
Percentage of Tested Scoring 85-100	45%	46%	46%	11%	11%	0%
U.S. History and Government						
Number Tested	92	80	101	9	8	14
Number Scoring 55-100	90	73	90	7	5	9
Number Scoring 65-100	86	69	85	6	5	6
Number Scoring 85-100	43	41	48	0	1	1
Percentage of Tested Scoring 55-100	98%	91%	89%	78%	62%	64%
Percentage of Tested Scoring 65-100	93%	86%	84%	67%	62%	43%
Percentage of Tested Scoring 85-100	47%	51%	48%	0%	12%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	98	88	116	12	7	18
Number Scoring 55-100	94	87	110	11	6	15
Number Scoring 65-100	88	81	102	9	4	12
Number Scoring 85-100	33	27	31	0	0	2
Percentage of Tested Scoring 55-100	96%	99%	95%	92%	86%	83%
Percentage of Tested Scoring 65-100	90%	92%	88%	75%	57%	67%
Percentage of Tested Scoring 85-100	34%	31%	27%	0%	0%	11%
Physical Setting/Earth Science						
Number Tested	74	87	82	8	9	8
Number Scoring 55-100	70	83	78	6	8	5
Number Scoring 65-100	64	77	72	4	6	4
Number Scoring 85-100	34	34	29	0	0	0
Percentage of Tested Scoring 55-100	95%	95%	95%	75%	89%	62%
Percentage of Tested Scoring 65-100	86%	89%	88%	50%	67%	50%
Percentage of Tested Scoring 85-100	46%	39%	35%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	70	72	74	2	4	6
Number Scoring 55-100	65	64	65	#	#	3
Number Scoring 65-100	59	46	48	#	#	2
Number Scoring 85-100	13	6	8	#	#	0
Percentage of Tested Scoring 55-100	93%	89%	88%	#	#	50%
Percentage of Tested Scoring 65-100	84%	64%	65%	#	#	33%
Percentage of Tested Scoring 85-100	19%	8%	11%	#	#	0%
Physical Setting/Physics						
Number Tested		47	51		0	0
Number Scoring 55-100		44	46		0	0
Number Scoring 65-100		36	41		0	0
Number Scoring 85-100		7	14		0	0
Percentage of Tested Scoring 55-100		94%	90%		0%	0%
Percentage of Tested Scoring 65-100		77%	80%		0%	0%
Percentage of Tested Scoring 85-100		15%	27%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	9	17	11	0	0	0
Number Scoring 55-100	9	17	11	0	0	0
Number Scoring 65-100	9	17	11	0	0	0
Number Scoring 85-100	8	14	7	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	89%	82%	64%	0%	0%	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	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 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	36	38	36	0	0	0
Number Scoring 55-100	36	38	36	0	0	0
Number Scoring 65-100	36	38	36	0	0	0
Number Scoring 85-100	26	27	25	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	72%	71%	69%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	65	5%	5%	65%	26%
	Students with Disabilities	11	9%	27%	64%	0%
	All Students	76	5%	8%	64%	22%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	79	1%	20%	66%	13%
	Students with Disabilities	24	33%	50%	17%	0%
	All Students	103	9%	27%	54%	10%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	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

2001 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	70	70	70	14	14	14	84	84	84
Number Scoring 55–64	1	2	0	4	2	3	5	4	3
Number Scoring 65–84	31	27	26	3	2	5	34	29	31
Number Scoring 85–100	38	38	44	0	1	0	38	39	44
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 9-12)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		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)