

New York State School Report Card Comprehensive Information Report

BEDS Code: 55-01-01-04-0003
 Name: Odessa-Montour Middle/High School
 Principal: Brian J. O'Donnell

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	75	0	0
Eighth	70	0	0
Ninth	72	69	65
Tenth	79	70	66
Eleventh	59	61	66
Twelfth	52	64	64
Ungraded Secondary	0	0	0
Total K-12 Enrollment	407	264	261

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	1	0.2%	1	0.4%	0	0.0%
Black (Not Hispanic)	1	0.2%	1	0.4%	3	1.1%
Hispanic	0	0.0%	0	0.0%	1	0.4%
White (Not Hispanic)	405	99.5%	262	99.2%	257	98.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	16	0	0
Mathematics Grade 8	21	0	0
Science Grade 8	17	0	0
Social Studies Grade 8	18	0	0
English Grade 10	24	22	27
Mathematics Grade 10	12	0	10
Science Grade 10	18	14	29
Social Studies Grade 10	26	22	21

(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
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	61	15.0%	42	15.9%	46	17.6%

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		94.0%		89.0%		89.1%
Student Suspensions	31	7.4%	36	8.9%	19	7.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	10.3%	13.6%	10.3%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	88%	98%

Staff Counts

Staff	2004-05
Total Teachers	15
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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*	36	53	50
	Regents Diplomas	22	30	44
	% Regents Diplomas	61%	57%	88%
	Regents Diplomas with Advanced Designation**			17
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	2	4	3
	Regents Diplomas	0	1	1
	% Regents Diplomas	0%	25%	33%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	5	0	3
All Students	Total Graduates*	38	57	53
	Regents Diplomas	22	31	45
	% Regents Diplomas	58%	54%	85%
	Regents Diplomas with Advanced Designation**			17
	% Regents Diplomas with Advanced Designation			32%
	IEP Diplomas or Local Certificates	5	0	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	18	26	1	2	1	0	2	0
	Percent	36%	52%	2%	4%	2%	0%	4%	0%
Students with Disabilities	Number	0	1	0	1	0	0	1	0
	Percent	0%	33%	0%	33%	0%	0%	33%	0%
All Students	Number	18	27	1	3	1	0	3	0
	Percent	34%	51%	2%	6%	2%	0%	6%	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	10		8	3.4%	9	3.9%
	Entered GED Program*	0		4	1.7%	0	0.0%
	Total Noncompleters	10		12	5.1%	9	3.9%
Students with Disabilities	Dropped Out	0		3	9.4%	2	5.9%
	Entered GED Program*	0		2	6.3%	0	0.0%
	Total Noncompleters	0		5	15.6%	2	5.9%
All Students	Dropped Out	10	3.8%	11	4.1%	11	4.2%
	Entered GED Program*	0	0.0%	6	2.2%	0	0.0%
	Total Noncompleters	10	3.8%	17	6.3%	11	4.2%

*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	128	0	0
	Number of Students with Disabilities	17	0	0
	Number of All Students	145	0	0
	Percent of Enrollment	100%	0%	0%
9-12	Number of General-Education Students	234	238	239
	Number of Students with Disabilities	28	25	22
	Number of All Students	262	263	261
	Percent of Enrollment	100%	100%	100%

(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	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	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	0	0%	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	3	#	0	0%	2	#
Science	1	#	0	0%	1	#
Reading	0	0%	1	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	1	#	1	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	64%	3	#	6	83%
Science	13	23%	0	0%	5	40%
Reading	6	33%	2	#	5	60%
Writing	2	#	2	#	4	#
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	6	0%

(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	64	53	40	4	6	3
Number Scoring 55-100	61	50	40	#	4	#
Number Scoring 65-100	59	48	38	#	3	#
Number Scoring 85-100	25	21	12	#	1	#
Percentage of Tested Scoring 55-100	95%	94%	100%	#	67%	#
Percentage of Tested Scoring 65-100	92%	91%	95%	#	50%	#
Percentage of Tested Scoring 85-100	39%	40%	30%	#	17%	#
Mathematics A						
Number Tested	93	98	66	6	9	4
Number Scoring 55-100	66	92	63	4	4	#
Number Scoring 65-100	56	81	57	3	2	#
Number Scoring 85-100	11	12	10	0	0	#
Percentage of Tested Scoring 55-100	71%	94%	95%	67%	44%	#
Percentage of Tested Scoring 65-100	60%	83%	86%	50%	22%	#
Percentage of Tested Scoring 85-100	12%	12%	15%	0%	0%	#
Mathematics B						
Number Tested	0	43	46	0	1	1
Number Scoring 55-100	0	24	17	0	#	#
Number Scoring 65-100	0	10	7	0	#	#
Number Scoring 85-100	0	3	1	0	#	#
Percentage of Tested Scoring 55-100	0%	56%	37%	0%	#	#
Percentage of Tested Scoring 65-100	0%	23%	15%	0%	#	#
Percentage of Tested Scoring 85-100	0%	7%	2%	0%	#	#
Global History and Geography						
Number Tested	87	84	62	11	13	4
Number Scoring 55-100	74	77	54	6	8	#
Number Scoring 65-100	65	67	46	6	6	#
Number Scoring 85-100	29	32	20	1	4	#
Percentage of Tested Scoring 55-100	85%	92%	87%	55%	62%	#
Percentage of Tested Scoring 65-100	75%	80%	74%	55%	46%	#
Percentage of Tested Scoring 85-100	33%	38%	32%	9%	31%	#
U.S. History and Government						
Number Tested	54	59	56	2	8	9
Number Scoring 55-100	52	55	51	#	5	4
Number Scoring 65-100	49	52	45	#	4	3
Number Scoring 85-100	24	33	31	#	2	1
Percentage of Tested Scoring 55-100	96%	93%	91%	#	62%	44%
Percentage of Tested Scoring 65-100	91%	88%	80%	#	50%	33%
Percentage of Tested Scoring 85-100	44%	56%	55%	#	25%	11%

(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	73	67	35	11	7	1
Number Scoring 55-100	65	62	33	3	3	#
Number Scoring 65-100	60	59	28	2	1	#
Number Scoring 85-100	17	9	5	1	0	#
Percentage of Tested Scoring 55-100	89%	93%	94%	27%	43%	#
Percentage of Tested Scoring 65-100	82%	88%	80%	18%	14%	#
Percentage of Tested Scoring 85-100	23%	13%	14%	9%	0%	#
Physical Setting/Earth Science						
Number Tested	64	44	22	4	2	3
Number Scoring 55-100	58	43	20	#	#	#
Number Scoring 65-100	48	42	16	#	#	#
Number Scoring 85-100	22	16	8	#	#	#
Percentage of Tested Scoring 55-100	91%	98%	91%	#	#	#
Percentage of Tested Scoring 65-100	75%	95%	73%	#	#	#
Percentage of Tested Scoring 85-100	34%	36%	36%	#	#	#
Physical Setting/Chemistry						
Number Tested	13	0	26	0	0	0
Number Scoring 55-100	13	0	24	0	0	0
Number Scoring 65-100	13	0	19	0	0	0
Number Scoring 85-100	3	0	4	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	73%	0%	0%	0%
Percentage of Tested Scoring 85-100	23%	0%	15%	0%	0%	0%
Physical Setting/Physics						
Number Tested		43	3		1	0
Number Scoring 55-100		23	#		#	0
Number Scoring 65-100		11	#		#	0
Number Scoring 85-100		0	#		#	0
Percentage of Tested Scoring 55-100		53%	#		#	0%
Percentage of Tested Scoring 65-100		26%	#		#	0%
Percentage of Tested Scoring 85-100		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	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 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	62	48	49	1	1	2
Number Scoring 55-100	59	46	47	#	#	#
Number Scoring 65-100	58	43	43	#	#	#
Number Scoring 85-100	33	27	25	#	#	#
Percentage of Tested Scoring 55-100	95%	96%	96%	#	#	#
Percentage of Tested Scoring 65-100	94%	90%	88%	#	#	#
Percentage of Tested Scoring 85-100	53%	56%	51%	#	#	#
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)

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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	5	0	0	0	0	5
Social Studies	0	0	0	0	0	0
Mathematics	5	0	0	0	0	5
Science	5	0	0	0	0	5

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	52	52	52	7	7	7	59	59	59
Number Scoring 55–64	4	1	0	1	0	1	5	1	1
Number Scoring 65–84	20	14	29	4	2	3	24	16	32
Number Scoring 85–100	26	32	23	0	1	0	26	33	23
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)