

New York State School Report Card Comprehensive Information Report

BEDS Code: 42-12-01-04-0003

Grade Range : 7-12

Name: Onondaga High School

Principal: William Rasbeck Jr.

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	88	92	102
Eighth	105	85	91
Ninth	101	99	86
Tenth	103	92	90
Eleventh	68	95	89
Twelfth	81	61	93
Ungraded Secondary	0	4	0
Total K-12 Enrollment	546	528	551

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	35	6.4%	32	6.1%	22	4.0%
Black (Not Hispanic)	36	6.6%	25	4.7%	38	6.9%
Hispanic	2	0.4%	3	0.6%	3	0.5%
White (Not Hispanic)	473	86.6%	468	88.6%	488	88.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	18	22
Mathematics Grade 8	23	20	23
Science Grade 8	26	21	24
Social Studies Grade 8	24	22	29
English Grade 10	21	22	0
Mathematics Grade 10	18	20	0
Science Grade 10	19	18	16
Social Studies Grade 10	11	22	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
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%	0	0.0%
Eligible for Free Lunch	74	13.6%	61	11.6%	80	14.5%

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		93.2%		94.4%		94.4%
Student Suspensions	61	11.4%	63	11.5%	65	12.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.5%	6.3%	7.1%
Public Assistance	11-20%	21-30%	21-30%
Student Stability	96%	98%	95%

Staff Counts

Staff	2002–2003
Total Teachers	40
Total Other Professional Staff	6
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	67	40	60%	49	34	69%	71	49	69%
Students with Disabilities	8	1	12%	7	2	29%	8	1	12%
All Students	75	41	55%	56	36	64%	79	50	63%

*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	37	25	5	1	7	4
Percent	47%	32%	6%	1%	9%	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	1	5	13

*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			8		1	
	Entered GED Program*			4		6	
	Total Noncompleters			12		7	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			1		1	
	Total Noncompleters			1		3	
All Students	Dropped Out	3	0.9%	8	2.3%	3	0.8%
	Entered GED Program*	7	2.0%	5	1.4%	7	2.0%
	Total Noncompleters	10	2.8%	13	3.7%	10	2.8%

*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	29	72%	27	96%	24	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	57	72%	14	100%	30	100%

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	3	#	2	#	2	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	7	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%	0	0%
Science	2	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	3	#	4	#
Science	7	100%	1	#	15	93%
Reading	0	0%	4	#	2	#
Writing	0	0%	4	#	3	#
Global Studies	2	#	3	#	5	100%
U.S. Hist & Gov't	1	#	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	60	81	78	9	8	6
Number Scoring 55–100	60	75	77	9	5	6
Number Scoring 65–100	56	65	77	6	2	6
Number Scoring 85–100	30	35	48	1	0	3
Percentage of Tested Scoring 55–100	100%	93%	99%	100%	62%	100%
Percentage of Tested Scoring 65–100	93%	80%	99%	67%	25%	100%
Percentage of Tested Scoring 85–100	50%	43%	62%	11%	0%	50%
Mathematics A						
Number Tested	54	48	92	10	8	13
Number Scoring 55–100	48	28	83	7	2	10
Number Scoring 65–100	45	14	61	5	0	5
Number Scoring 85–100	8	0	17	0	0	0
Percentage of Tested Scoring 55–100	89%	58%	90%	70%	25%	77%
Percentage of Tested Scoring 65–100	83%	29%	66%	50%	0%	38%
Percentage of Tested Scoring 85–100	15%	0%	18%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	41	6	0	1	0
Number Scoring 55–100	0	36	6	0	#	0
Number Scoring 65–100	0	33	6	0	#	0
Number Scoring 85–100	0	16	3	0	#	0
Percentage of Tested Scoring 55–100	0%	88%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	80%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	39%	50%	0%	#	0%
Global History and Geography						
Number Tested	89	89	80	9	9	13
Number Scoring 55–100	86	85	74	6	6	8
Number Scoring 65–100	84	82	68	6	4	6
Number Scoring 85–100	27	37	39	0	1	2
Percentage of Tested Scoring 55–100	97%	96%	93%	67%	67%	62%
Percentage of Tested Scoring 65–100	94%	92%	85%	67%	44%	46%
Percentage of Tested Scoring 85–100	30%	42%	49%	0%	11%	15%
U.S. History and Government (first administered June 2001)						
Number Tested	58	81	85	8	9	6
Number Scoring 55–100	58	80	84	8	8	6
Number Scoring 65–100	54	73	84	6	5	6
Number Scoring 85–100	38	38	57	3	0	2
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	89%	100%
Percentage of Tested Scoring 65–100	93%	90%	99%	75%	56%	100%
Percentage of Tested Scoring 85–100	66%	47%	67%	38%	0%	33%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	88	86	80	5	9	14
Number Scoring 55–100	88	84	79	5	9	13
Number Scoring 65–100	83	83	77	3	9	13
Number Scoring 85–100	14	28	21	0	2	1
Percentage of Tested Scoring 55–100	100%	98%	99%	100%	100%	93%
Percentage of Tested Scoring 65–100	94%	97%	96%	60%	100%	93%
Percentage of Tested Scoring 85–100	16%	33%	26%	0%	22%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	17	64	55	1	2	1
Number Scoring 55–100	17	64	55	#	#	#
Number Scoring 65–100	17	64	54	#	#	#
Number Scoring 85–100	16	40	31	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	98%	#	#	#
Percentage of Tested Scoring 85–100	94%	62%	56%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		64	79		3	4
Number Scoring 55–100		60	73		#	#
Number Scoring 65–100		40	55		#	#
Number Scoring 85–100		2	11		#	#
Percentage of Tested Scoring 55–100		94%	92%		#	#
Percentage of Tested Scoring 65–100		62%	70%		#	#
Percentage of Tested Scoring 85–100		3%	14%		#	#
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	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	17	28	16	1	0	0
Number Scoring 55–100	17	27	16	#	0	0
Number Scoring 65–100	17	25	16	#	0	0
Number Scoring 85–100	9	15	7	#	0	0
Percentage of Tested Scoring 55–100	100%	96%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	89%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	53%	54%	44%	#	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	38	33	43	0	1	2
Number Scoring 55–100	38	32	43	0	#	#
Number Scoring 65–100	38	32	43	0	#	#
Number Scoring 85–100	25	25	19	0	#	#
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	#	#
Percentage of Tested Scoring 85–100	66%	76%	44%	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	44	56	41	0	4	2
Number Scoring 55–100	41	56	41	0	#	#
Number Scoring 65–100	40	53	41	0	#	#
Number Scoring 85–100	32	38	14	0	#	#
Percentage of Tested Scoring 55–100	93%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	91%	95%	100%	0%	#	#
Percentage of Tested Scoring 85–100	73%	68%	34%	0%	#	#
Sequential Mathematics, Course III						
Number Tested	36	41	61	4	1	4
Number Scoring 55–100	35	36	54	#	#	#
Number Scoring 65–100	35	33	47	#	#	#
Number Scoring 85–100	23	16	27	#	#	#
Percentage of Tested Scoring 55–100	97%	88%	89%	#	#	#
Percentage of Tested Scoring 65–100	97%	80%	77%	#	#	#
Percentage of Tested Scoring 85–100	64%	39%	44%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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	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
June 2003	General-Education Students	67	0%	16%	55%	28%
	Students with Disabilities	12	0%	25%	75%	0%
	All Students	79	0%	18%	58%	24%

(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	72	72	72	8	8	8	80	80	80
Number Scoring 55–64	0	3	0	1	2	0	1	5	0
Number Scoring 65–84	40	29	38	6	5	8	46	34	46
Number Scoring 85–100	28	37	32	0	0	0	28	37	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)