

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	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	80	66	81
First	75	81	68
Second	95	77	89
Third	93	90	79
Fourth	85	95	96
Fifth	113	81	88
Sixth	104	108	85
Ungraded Elementary	3	16	18
Seventh	125	109	125
Eighth	132	114	114
Ninth	115	112	117
Tenth	95	127	104
Eleventh	76	97	105
Twelfth	83	82	82
Ungraded Secondary	0	0	7
Total K-12 Enrollment	1274	1255	1258

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	6	0.5%	14	1.1%	9	0.7%
Black (Not Hispanic)	17	1.3%	17	1.4%	21	1.7%
Hispanic	13	1.0%	19	1.5%	15	1.2%
White (Not Hispanic)	1238	97.2%	1205	96.0%	1213	96.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	14	13	13
Common Branch	16	17	18
English Grade 8	19	22	22
Mathematics Grade 8	19	22	22
Science Grade 8	22	22	21
Social Studies Grade 8	22	22	21
English Grade 10	18	22	19
Mathematics Grade 10	16	18	18
Science Grade 10	18	0	20
Social Studies Grade 10	20	23	18

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	8	0.6%	7	0.6%	0	0.0%
Eligible for Free Lunch	320	25.1%	244	19.4%	320	25.4%

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		94.1%		93.2%		94.1%
Student Suspensions	76	5.6%	62	4.9%	49	3.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	19.5%	14.7%	16.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	110
Total Other Professional Staff	15
Total Paraprofessionals	43
Teaching Out of Certification*	8
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	56	54	96%	67	46	69%	1	0	0%
Students with Disabilities	5	0	0%	4	1	25%	0	0	0%
All Students	61	54	89%	71	47	66%	1	0	0%

*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	0	0	0	0	0	1
Percent	0%	0%	0%	0%	0%	100%

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)
0	0	0	0

*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			12		5	
	Entered GED Program*			4		5	
	Total Noncompleters			16		10	
Students with Disabilities	Dropped Out			4		4	
	Entered GED Program*			2		0	
	Total Noncompleters			6		4	
All Students	Dropped Out	21	5.7%	16	3.8%	9	2.2%
	Entered GED Program*	5	1.4%	6	1.4%	5	1.2%
	Total Noncompleters	26	7.0%	22	5.3%	14	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		1	96
	Number of Students with Disabilities		0	18
	Number of All Students		1	114
	Percent of Enrollment		0%	35%
9-12	Number of General-Education Students		0	189
	Number of Students with Disabilities		0	20
	Number of All Students		0	209
	Percent of Enrollment		0%	51%

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%	3	#	21	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	5	60%	32	94%

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%	1	#	3	#

(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%	2	#	4	#
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	19	95%	14	100%	11	100%
Science	12	83%	3	#	1	#
Reading	2	#	0	0%	7	100%
Writing	7	71%	4	#	9	100%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	3	#	2	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	78	75	92	9	8	7
Number Scoring 55–100	72	67	83	6	2	7
Number Scoring 65–100	60	56	69	1	1	6
Number Scoring 85–100	12	27	22	0	0	0
Percentage of Tested Scoring 55–100	92%	89%	90%	67%	25%	100%
Percentage of Tested Scoring 65–100	77%	75%	75%	11%	12%	86%
Percentage of Tested Scoring 85–100	15%	36%	24%	0%	0%	0%
Mathematics A						
Number Tested	0	32	101	0	9	9
Number Scoring 55–100	0	17	90	0	2	6
Number Scoring 65–100	0	9	76	0	2	5
Number Scoring 85–100	0	1	16	0	0	0
Percentage of Tested Scoring 55–100	0%	53%	89%	0%	22%	67%
Percentage of Tested Scoring 65–100	0%	28%	75%	0%	22%	56%
Percentage of Tested Scoring 85–100	0%	3%	16%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	82	98	89	14	10	9
Number Scoring 55–100	80	93	81	12	10	5
Number Scoring 65–100	76	84	73	8	5	4
Number Scoring 85–100	29	33	40	1	1	1
Percentage of Tested Scoring 55–100	98%	95%	91%	86%	100%	56%
Percentage of Tested Scoring 65–100	93%	86%	82%	57%	50%	44%
Percentage of Tested Scoring 85–100	35%	34%	45%	7%	10%	11%
U.S. History and Government (first administered June 2001)						
Number Tested	73	71	92	6	4	9
Number Scoring 55–100	66	71	90	4	#	7
Number Scoring 65–100	57	67	86	4	#	6
Number Scoring 85–100	34	25	43	0	#	0
Percentage of Tested Scoring 55–100	90%	100%	98%	67%	#	78%
Percentage of Tested Scoring 65–100	78%	94%	93%	67%	#	67%
Percentage of Tested Scoring 85–100	47%	35%	47%	0%	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	93	184	98	10	19	12
Number Scoring 55–100	91	177	94	9	19	11
Number Scoring 65–100	80	172	88	8	17	9
Number Scoring 85–100	18	53	33	0	0	0
Percentage of Tested Scoring 55–100	98%	96%	96%	90%	100%	92%
Percentage of Tested Scoring 65–100	86%	93%	90%	80%	89%	75%
Percentage of Tested Scoring 85–100	19%	29%	34%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	71	8	74	9	3	8
Number Scoring 55–100	70	6	70	9	#	6
Number Scoring 65–100	65	5	64	5	#	4
Number Scoring 85–100	28	1	34	0	#	0
Percentage of Tested Scoring 55–100	99%	75%	95%	100%	#	75%
Percentage of Tested Scoring 65–100	92%	62%	86%	56%	#	50%
Percentage of Tested Scoring 85–100	39%	12%	46%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		55	70		1	2
Number Scoring 55–100		44	65		#	#
Number Scoring 65–100		32	59		#	#
Number Scoring 85–100		6	13		#	#
Percentage of Tested Scoring 55–100		80%	93%		#	#
Percentage of Tested Scoring 65–100		58%	84%		#	#
Percentage of Tested Scoring 85–100		11%	19%		#	#
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	11	11	9	0	0	0
Number Scoring 55–100	11	11	9	0	0	0
Number Scoring 65–100	11	11	9	0	0	0
Number Scoring 85–100	8	6	8	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	73%	55%	89%	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	25	31	36	0	0	0
Number Scoring 55–100	25	31	36	0	0	0
Number Scoring 65–100	25	31	36	0	0	0
Number Scoring 85–100	20	27	26	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	80%	87%	72%	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	58	63	6	4	3	0
Number Scoring 55–100	53	58	3	#	#	0
Number Scoring 65–100	46	56	3	#	#	0
Number Scoring 85–100	20	27	0	#	#	0
Percentage of Tested Scoring 55–100	91%	92%	50%	#	#	0%
Percentage of Tested Scoring 65–100	79%	89%	50%	#	#	0%
Percentage of Tested Scoring 85–100	34%	43%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	57	53	63	0	0	1
Number Scoring 55–100	51	42	52	0	0	#
Number Scoring 65–100	44	36	46	0	0	#
Number Scoring 85–100	23	15	20	0	0	#
Percentage of Tested Scoring 55–100	89%	79%	83%	0%	0%	#
Percentage of Tested Scoring 65–100	77%	68%	73%	0%	0%	#
Percentage of Tested Scoring 85–100	40%	28%	32%	0%	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	39	100%	26	100%	39	95%
Students with Disabilities	9	78%	6	100%	9	78%

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	76	1%	5%	82%	12%
	Students with Disabilities	14	7%	21%	71%	0%
	All Students	90	2%	8%	80%	10%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	88	0%	30%	63%	8%
	Students with Disabilities	16	13%	63%	25%	0%
	All Students	104	2%	35%	57%	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	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

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	78	78	78	4	4	4	82	82	82
Number Scoring 55–64	#	#	#	#	#	#	1	3	2
Number Scoring 65–84	#	#	#	#	#	#	45	39	43
Number Scoring 85–100	#	#	#	#	#	#	25	25	26
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)