

# New York State School Report Card Comprehensive Information Report

BEDS Code: 55-01-01-04-0003  
 Name: Odessa-Montour High School  
 Principal: Paula Hurley

Grade Range : 7-12

## 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	79	71	75
Eighth	79	79	70
Ninth	75	82	72
Tenth	67	65	79
Eleventh	66	51	59
Twelfth	74	72	52
Ungraded Secondary	0	0	0
Total K-12 Enrollment	440	420	407

## 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	3	0.7%	2	0.5%	1	0.2%
Black (Not Hispanic)	0	0.0%	3	0.7%	1	0.2%
Hispanic	1	0.2%	4	1.0%	0	0.0%
White (Not Hispanic)	436	99.1%	411	97.9%	405	99.5%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	20	16
Mathematics Grade 8	17	18	21
Science Grade 8	28	26	17
Social Studies Grade 8	26	25	18
English Grade 10	13	23	24
Mathematics Grade 10	20	16	12
Science Grade 10	18	22	18
Social Studies Grade 10	22	21	26

(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

	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	66	15.0%	65	15.5%	61	15.0%

### 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		93.7%		92.7%		94.0%
Student Suspensions	71	15.1%	80	18.2%	31	7.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.7%	7.4%	10.3%
Public Assistance	1-10%	21-30%	21-30%
Student Stability	99%	93%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	31
Total Other Professional Staff	2
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	59	29	49%	55	32	58%	36	22	61%
Students with Disabilities	2	0	0%	4	1	25%	2	0	0%
All Students	61	29	48%	59	33	56%	38	22	58%

\*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	10	16	3	2	4	3
Percent	26%	42%	8%	5%	11%	8%

## 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)
2	0	5	7

\*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			5		10	
	Entered GED Program*			0		0	
	Total Noncompleters			5		10	
Students with Disabilities	Dropped Out			4		0	
	Entered GED Program*			0		0	
	Total Noncompleters			4		0	
All Students	Dropped Out	20	7.1%	9	3.3%	10	3.8%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	20	7.1%	9	3.3%	10	3.8%

\*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		123	128
	Number of Students with Disabilities		15	17
	Number of All Students		138	145
	Percent of Enrollment		92%	100%
9-12	Number of General-Education Students		212	234
	Number of Students with Disabilities		28	28
	Number of All Students		240	262
	Percent of Enrollment		89%	100%

## 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%	3	#
Science	1	#	0	0%	1	#
Reading	1	#	1	#	0	0%
Writing	1	#	2	#	1	#
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	4	#	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	67%	5	80%	11	64%
Science	12	8%	8	25%	13	23%
Reading	6	50%	5	20%	6	33%
Writing	7	71%	4	#	2	#
Global Studies	15	13%	5	0%	3	#
U.S. Hist & Gov't	7	29%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	69	52	64	9	4	4
Number Scoring 55–100	57	49	61	4	#	#
Number Scoring 65–100	53	44	59	3	#	#
Number Scoring 85–100	6	21	25	0	#	#
Percentage of Tested Scoring 55–100	83%	94%	95%	44%	#	#
Percentage of Tested Scoring 65–100	77%	85%	92%	33%	#	#
Percentage of Tested Scoring 85–100	9%	40%	39%	0%	#	#
<b>Mathematics A</b>						
Number Tested	0	29	93	0	6	6
Number Scoring 55–100	0	5	66	0	0	4
Number Scoring 65–100	0	1	56	0	0	3
Number Scoring 85–100	0	0	11	0	0	0
Percentage of Tested Scoring 55–100	0%	17%	71%	0%	0%	67%
Percentage of Tested Scoring 65–100	0%	3%	60%	0%	0%	50%
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	0%
<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	68	59	87	12	5	11
Number Scoring 55–100	60	58	74	4	5	6
Number Scoring 65–100	50	49	65	2	3	6
Number Scoring 85–100	10	13	29	0	0	1
Percentage of Tested Scoring 55–100	88%	98%	85%	33%	100%	55%
Percentage of Tested Scoring 65–100	74%	83%	75%	17%	60%	55%
Percentage of Tested Scoring 85–100	15%	22%	33%	0%	0%	9%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	61	59	54	4	8	2
Number Scoring 55–100	55	53	52	#	6	#
Number Scoring 65–100	50	42	49	#	3	#
Number Scoring 85–100	16	14	24	#	0	#
Percentage of Tested Scoring 55–100	90%	90%	96%	#	75%	#
Percentage of Tested Scoring 65–100	82%	71%	91%	#	38%	#
Percentage of Tested Scoring 85–100	26%	24%	44%	#	0%	#

(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	72	109	73	11	6	11
Number Scoring 55–100	68	108	65	8	6	3
Number Scoring 65–100	56	100	60	4	5	2
Number Scoring 85–100	7	28	17	0	1	1
Percentage of Tested Scoring 55–100	94%	99%	89%	73%	100%	27%
Percentage of Tested Scoring 65–100	78%	92%	82%	36%	83%	18%
Percentage of Tested Scoring 85–100	10%	26%	23%	0%	17%	9%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	38	25	64	1	2	4
Number Scoring 55–100	37	23	58	#	#	#
Number Scoring 65–100	32	18	48	#	#	#
Number Scoring 85–100	12	1	22	#	#	#
Percentage of Tested Scoring 55–100	97%	92%	91%	#	#	#
Percentage of Tested Scoring 65–100	84%	72%	75%	#	#	#
Percentage of Tested Scoring 85–100	32%	4%	34%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		16	13		1	0
Number Scoring 55–100		15	13		#	0
Number Scoring 65–100		8	13		#	0
Number Scoring 85–100		2	3		#	0
Percentage of Tested Scoring 55–100		94%	100%		#	0%
Percentage of Tested Scoring 65–100		50%	100%		#	0%
Percentage of Tested Scoring 85–100		12%	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	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 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	39	43	62	0	0	1
Number Scoring 55–100	38	41	59	0	0	#
Number Scoring 65–100	37	37	58	0	0	#
Number Scoring 85–100	20	18	33	0	0	#
Percentage of Tested Scoring 55–100	97%	95%	95%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	86%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	51%	42%	53%	0%	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	60	49	3	1	1	0
Number Scoring 55–100	41	40	#	#	#	0
Number Scoring 65–100	39	37	#	#	#	0
Number Scoring 85–100	13	17	#	#	#	0
Percentage of Tested Scoring 55–100	68%	82%	#	#	#	0%
Percentage of Tested Scoring 65–100	65%	76%	#	#	#	0%
Percentage of Tested Scoring 85–100	22%	35%	#	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	20	24	30	0	0	0
Number Scoring 55–100	20	18	21	0	0	0
Number Scoring 65–100	18	16	21	0	0	0
Number Scoring 85–100	6	10	10	0	0	0
Percentage of Tested Scoring 55–100	100%	75%	70%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	67%	70%	0%	0%	0%
Percentage of Tested Scoring 85–100	30%	42%	33%	0%	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	21	100%	17	94%	14	86%
Students with Disabilities	6	17%	2	#	5	60%

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	60	5%	40%	55%	0%
	Students with Disabilities	6	17%	83%	0%	0%
	All Students	66	6%	44%	50%	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	45	45	45	7	7	7	52	52	52
Number Scoring 55–64	1	5	3	1	1	2	2	6	5
Number Scoring 65–84	26	22	32	2	3	1	28	25	33
Number Scoring 85–100	9	14	6	0	0	0	9	14	6
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)