

# New York State District Report Card Comprehensive Information Report

BEDS Code: 17-10-01-04-0000

Name: Oppenheim-Ephratah Central School District

Superintendent: Cosimo Tangorra Jr

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	17	25	26
Kindergarten	33	21	32
First	35	33	24
Second	34	38	32
Third	33	32	35
Fourth	36	35	29
Fifth	26	34	36
Sixth	40	24	36
Ungraded Elementary	0	0	0
Seventh	44	46	32
Eighth	30	44	45
Ninth	26	29	36
Tenth	37	23	31
Eleventh	33	38	24
Twelfth	27	33	39
Ungraded Secondary	0	0	0
Total K-12 Enrollment	434	430	431

## 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	0	0.0%	3	0.7%	0	0.0%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	434	100.0%	427	99.3%	431	100.0%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	9	16
Common Branch	15	17	16
English Grade 8	15	14	14
Mathematics Grade 8	15	11	14
Science Grade 8	16	22	15
Social Studies Grade 8	15	0	14
English Grade 10	38	7	15
Mathematics Grade 10	10	7	12
Science Grade 10	0	21	28
Social Studies Grade 10	37	11	14

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	107	24.7%	96	22.3%	84	19.5%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.4%		94.7%		94.9%
<b>Student Suspensions</b>	19	4.3%	16	3.7%	34	7.9%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	7.1%	7.2%	10.7%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	50
Total Other Professional Staff	4
Total Paraprofessionals	9
Teaching Out of Certification*	4
Teachers with Temporary Licenses	1

\*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	24	11	46%	29	15	52%	30	15	50%
Students with Disabilities	0	0	0%	0	0	0%	1	0	0%
All Students	24	11	46%	29	15	52%	31	15	48%

\*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	7	13	0	2	9	0
Percent	23%	42%	0%	6%	29%	0%

## 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)
1	0	2	3

\*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			7		8	
	Entered GED Program*			2		0	
	Total Noncompleters			9		8	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		1	
	Total Noncompleters			0		3	
All Students	Dropped Out	6	4.9%	7	5.7%	10	7.7%
	Entered GED Program*	2	1.6%	2	1.6%	1	0.8%
	Total Noncompleters	8	6.5%	9	7.3%	11	8.5%

\*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%	100%
2–3		0%	100%

## Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	53
	Number of Students with Disabilities		0	12
	Number of All Students		0	65
	Percent of Enrollment		0%	100%
6–8	Number of General-Education Students		0	96
	Number of Students with Disabilities		0	17
	Number of All Students		0	113
	Percent of Enrollment		0%	100%
9–12	Number of General-Education Students		0	98
	Number of Students with Disabilities		0	32
	Number of All Students		0	130
	Percent of Enrollment		0%	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%	0	0%
Science	2	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	0	0%	10	100%
U.S. Hist & Gov't	5	40%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	2	#
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	5	40%
Writing	0	0%	0	0%	3	#
Global Studies	1	#	0	0%	4	#
U.S. Hist & Gov't	0	0%	4	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	35	39	16	3	5	1
Number Scoring 55–100	35	34	15	#	1	#
Number Scoring 65–100	26	28	14	#	0	#
Number Scoring 85–100	5	10	4	#	0	#
Percentage of Tested Scoring 55–100	100%	87%	94%	#	20%	#
Percentage of Tested Scoring 65–100	74%	72%	88%	#	0%	#
Percentage of Tested Scoring 85–100	14%	26%	25%	#	0%	#
<b>Mathematics A</b>						
Number Tested	32	31	28	2	4	0
Number Scoring 55–100	26	14	22	#	#	0
Number Scoring 65–100	13	10	17	#	#	0
Number Scoring 85–100	3	0	3	#	#	0
Percentage of Tested Scoring 55–100	81%	45%	79%	#	#	0%
Percentage of Tested Scoring 65–100	41%	32%	61%	#	#	0%
Percentage of Tested Scoring 85–100	9%	0%	11%	#	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	6	9	0	0	1
Number Scoring 55–100	0	5	0	0	0	#
Number Scoring 65–100	0	3	0	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	0%	83%	0%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	50%	0%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	42	23	29	6	5	4
Number Scoring 55–100	39	19	22	5	2	#
Number Scoring 65–100	32	15	19	3	1	#
Number Scoring 85–100	9	2	5	0	0	#
Percentage of Tested Scoring 55–100	93%	83%	76%	83%	40%	#
Percentage of Tested Scoring 65–100	76%	65%	66%	50%	20%	#
Percentage of Tested Scoring 85–100	21%	9%	17%	0%	0%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	37	42	18	2	5	2
Number Scoring 55–100	31	33	15	#	0	#
Number Scoring 65–100	16	24	9	#	0	#
Number Scoring 85–100	2	5	2	#	0	#
Percentage of Tested Scoring 55–100	84%	79%	83%	#	0%	#
Percentage of Tested Scoring 65–100	43%	57%	50%	#	0%	#
Percentage of Tested Scoring 85–100	5%	12%	11%	#	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	31	23	26	1	3	3
Number Scoring 55–100	31	23	26	#	#	#
Number Scoring 65–100	30	20	23	#	#	#
Number Scoring 85–100	4	3	2	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	97%	87%	88%	#	#	#
Percentage of Tested Scoring 85–100	13%	13%	8%	#	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	53	21	24	3	1	3
Number Scoring 55–100	52	21	23	#	#	#
Number Scoring 65–100	44	19	19	#	#	#
Number Scoring 85–100	34	5	7	#	#	#
Percentage of Tested Scoring 55–100	98%	100%	96%	#	#	#
Percentage of Tested Scoring 65–100	83%	90%	79%	#	#	#
Percentage of Tested Scoring 85–100	64%	24%	29%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		13	7		0	0
Number Scoring 55–100		12	7		0	0
Number Scoring 65–100		11	5		0	0
Number Scoring 85–100		2	2		0	0
Percentage of Tested Scoring 55–100		92%	100%		0%	0%
Percentage of Tested Scoring 65–100		85%	71%		0%	0%
Percentage of Tested Scoring 85–100		15%	29%		0%	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	7	5	6	0	0	0
Number Scoring 55–100	7	5	6	0	0	0
Number Scoring 65–100	7	5	5	0	0	0
Number Scoring 85–100	3	3	2	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	60%	33%	0%	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	7	0	0	0	0	0
Number Scoring 55–100	6	0	0	0	0	0
Number Scoring 65–100	2	0	0	0	0	0
Number Scoring 85–100	1	0	0	0	0	0
Percentage of Tested Scoring 55–100	86%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	29%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	14%	0%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	27	2	2	0	0	0
Number Scoring 55–100	23	#	#	0	0	0
Number Scoring 65–100	20	#	#	0	0	0
Number Scoring 85–100	3	#	#	0	0	0
Percentage of Tested Scoring 55–100	85%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	74%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	11%	#	#	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	6	100%	22	100%	0	0%
Students with Disabilities	2	#	1	#	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
<b>Nov 2002</b>	General-Education Students	33	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	37	5%	22%	65%	8%

## 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	36	0%	42%	58%	0%
	Students with Disabilities	7	0%	86%	14%	0%
	All Students	43	0%	49%	51%	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	34	34	34	7	7	7	41	41	41
Number Scoring 55–64	3	9	0	3	0	2	6	9	2
Number Scoring 65–84	20	16	27	1	0	3	21	16	30
Number Scoring 85–100	9	5	5	0	0	0	9	5	5
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)