

New York State District Report Card Comprehensive Information Report

BEDS Code: 18-11-01-04-0000
 Name: Oakfield-Alabama Central School District
 Superintendent: Robert Mc Intosh

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	69	63	63
First	69	67	73
Second	80	77	67
Third	71	87	83
Fourth	84	92	88
Fifth	78	104	91
Sixth	83	93	108
Ungraded Elementary	64	0	0
Seventh	99	85	89
Eighth	103	97	93
Ninth	99	101	90
Tenth	80	92	93
Eleventh	74	74	88
Twelfth	70	70	73
Ungraded Secondary	11	11	8
Total K-12 Enrollment	1134	1113	1107

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	8	0.7%	11	1.0%	11	1.0%
Black (Not Hispanic)	25	2.2%	30	2.7%	24	2.2%
Hispanic	5	0.4%	14	1.3%	14	1.3%
White (Not Hispanic)	1096	96.6%	1058	95.1%	1058	95.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	14	16	15
Common Branch	15	15	16
English Grade 8	20	19	19
Mathematics Grade 8	19	17	16
Science Grade 8	17	17	19
Social Studies Grade 8	20	19	20
English Grade 10	16	18	18
Mathematics Grade 10	10	18	16
Science Grade 10	20	21	23
Social Studies Grade 10	16	18	19

(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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.3%	0	0.0%	0	0.0%
Eligible for Free Lunch	172	15.2%	200	18.0%	207	18.7%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.1%		96.4%		95.5%
Student Suspensions	27	2.3%	20	1.8%	8	0.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.2%	7.7%	8.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	101
Total Other Professional Staff	15
Total Paraprofessionals	25
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	65	54	83%	66	55	83%	67	61	91%
Students with Disabilities	3	1	33%	5	2	40%	4	1	25%
All Students	68	55	81%	71	57	80%	71	62	87%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	15	41	4	1	7	3
Percent	21%	58%	6%	1%	10%	4%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
4	1	0	4

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	3		2		9	2.8%
	Entered GED Program*	3		4		4	1.3%
	Total Noncompleters	6		6		13	4.1%
Students with Disabilities	Dropped Out	1		0		1	2.9%
	Entered GED Program*	5		2		0	0.0%
	Total Noncompleters	6		2		1	2.9%
All Students	Dropped Out	4	1.2%	2	0.6%	10	2.8%
	Entered GED Program*	8	2.4%	6	1.7%	4	1.1%
	Total Noncompleters	12	3.6%	8	2.3%	14	4.0%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	252	82	0
	Number of Students with Disabilities	34	8	0
	Number of All Students	286	90	0
	Percent of Enrollment	96%	32%	0%
9-12	Number of General-Education Students	282	89	0
	Number of Students with Disabilities	41	7	0
	Number of All Students	323	96	0
	Percent of Enrollment	98%	28%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	26	92%	14	93%	24	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	75	80%	85	93%	67	78%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	4	#	2	#	3	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	2	#	1	#
Science	0	0%	0	0%	1	#
Reading	1	#	1	#	2	#
Writing	1	#	1	#	2	#
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	4	#	1	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	3	#	2	#
Science	0	0%	1	#	0	0%
Reading	2	#	1	#	1	#
Writing	2	#	1	#	1	#
Global Studies	3	#	5	60%	1	#
U.S. Hist & Gov't	3	#	2	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	72	79	85	5	6	6
Number Scoring 55-100	67	78	82	2	5	4
Number Scoring 65-100	64	73	80	2	4	4
Number Scoring 85-100	34	32	45	0	0	0
Percentage of Tested Scoring 55-100	93%	99%	96%	40%	83%	67%
Percentage of Tested Scoring 65-100	89%	92%	94%	40%	67%	67%
Percentage of Tested Scoring 85-100	47%	41%	53%	0%	0%	0%
Mathematics A						
Number Tested	116	104	105	8	10	8
Number Scoring 55-100	102	91	103	3	5	7
Number Scoring 65-100	83	84	102	3	5	6
Number Scoring 85-100	22	11	27	0	0	0
Percentage of Tested Scoring 55-100	88%	88%	98%	38%	50%	88%
Percentage of Tested Scoring 65-100	72%	81%	97%	38%	50%	75%
Percentage of Tested Scoring 85-100	19%	11%	26%	0%	0%	0%
Mathematics B						
Number Tested	0	38	57	0	1	0
Number Scoring 55-100	0	31	53	0	#	0
Number Scoring 65-100	0	20	45	0	#	0
Number Scoring 85-100	0	3	14	0	#	0
Percentage of Tested Scoring 55-100	0%	82%	93%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	53%	79%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	8%	25%	0%	#	0%
Global History and Geography						
Number Tested	78	94	91	6	7	5
Number Scoring 55-100	76	89	87	5	4	4
Number Scoring 65-100	68	83	82	2	3	4
Number Scoring 85-100	21	31	33	0	0	0
Percentage of Tested Scoring 55-100	97%	95%	96%	83%	57%	80%
Percentage of Tested Scoring 65-100	87%	88%	90%	33%	43%	80%
Percentage of Tested Scoring 85-100	27%	33%	36%	0%	0%	0%
U.S. History and Government						
Number Tested	73	80	86	6	6	6
Number Scoring 55-100	66	78	82	3	6	4
Number Scoring 65-100	61	76	78	2	5	3
Number Scoring 85-100	18	38	49	0	0	0
Percentage of Tested Scoring 55-100	90%	97%	95%	50%	100%	67%
Percentage of Tested Scoring 65-100	84%	95%	91%	33%	83%	50%
Percentage of Tested Scoring 85-100	25%	47%	57%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	73	87	88	2	7	5
Number Scoring 55-100	73	87	88	#	7	5
Number Scoring 65-100	73	87	88	#	7	5
Number Scoring 85-100	39	33	36	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 85-100	53%	38%	41%	#	0%	0%
Physical Setting/Earth Science						
Number Tested	90	90	89	6	3	7
Number Scoring 55-100	88	81	81	6	#	3
Number Scoring 65-100	84	70	68	4	#	1
Number Scoring 85-100	22	21	18	0	#	0
Percentage of Tested Scoring 55-100	98%	90%	91%	100%	#	43%
Percentage of Tested Scoring 65-100	93%	78%	76%	67%	#	14%
Percentage of Tested Scoring 85-100	24%	23%	20%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	36	44	40	0	1	0
Number Scoring 55-100	33	43	37	0	#	0
Number Scoring 65-100	26	33	32	0	#	0
Number Scoring 85-100	4	7	4	0	#	0
Percentage of Tested Scoring 55-100	92%	98%	93%	0%	#	0%
Percentage of Tested Scoring 65-100	72%	75%	80%	0%	#	0%
Percentage of Tested Scoring 85-100	11%	16%	10%	0%	#	0%
Physical Setting/Physics						
Number Tested			20			0
Number Scoring 55-100			20			0
Number Scoring 65-100			20			0
Number Scoring 85-100			8			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			40%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	16	12	17	0	0	0
Number Scoring 55-100	16	12	17	0	0	0
Number Scoring 65-100	16	12	17	0	0	0
Number Scoring 85-100	4	5	6	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	25%	42%	35%	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	34	40	34	0	0	1
Number Scoring 55-100	34	39	34	0	0	#
Number Scoring 65-100	33	39	34	0	0	#
Number Scoring 85-100	12	20	15	0	0	#
Percentage of Tested Scoring 55-100	100%	97%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	97%	97%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	35%	50%	44%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	1	0	0	0	0	0
Number Scoring 55-100	#	0	0	0	0	0
Number Scoring 65-100	#	0	0	0	0	0
Number Scoring 85-100	#	0	0	0	0	0
Percentage of Tested Scoring 55-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	24	100%	27	100%	23	96%
Students with Disabilities	3	#	8	88%	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	74	8%	4%	59%	28%
	Students with Disabilities	16	6%	19%	75%	0%
	All Students	90	8%	7%	62%	23%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	88	0%	32%	57%	11%
	Students with Disabilities	8	0%	75%	25%	0%
	All Students	96	0%	35%	54%	10%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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	1	0	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

2000 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	65	65	65	3	3	3	68	68	68
Number Scoring 55–64	#	#	#	#	#	#	4	1	3
Number Scoring 65–84	#	#	#	#	#	#	44	30	33
Number Scoring 85–100	#	#	#	#	#	#	20	36	32
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)