

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	63	63	58
First	67	73	64
Second	77	67	69
Third	87	83	64
Fourth	92	88	83
Fifth	104	91	88
Sixth	93	108	89
Ungraded Elementary	0	0	0
Seventh	85	89	106
Eighth	97	93	89
Ninth	101	90	96
Tenth	92	93	80
Eleventh	74	88	87
Twelfth	70	73	82
Ungraded Secondary	11	8	13
Total K-12 Enrollment	1113	1107	1068

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	11	1.0%	11	1.0%	8	0.7%
Black (Not Hispanic)	30	2.7%	24	2.2%	17	1.6%
Hispanic	14	1.3%	14	1.3%	14	1.3%
White (Not Hispanic)	1058	95.1%	1058	95.6%	1029	96.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	15	15
Common Branch	15	16	17
English Grade 8	19	19	18
Mathematics Grade 8	17	16	20
Science Grade 8	17	19	18
Social Studies Grade 8	19	20	18
English Grade 10	18	18	16
Mathematics Grade 10	18	16	15
Science Grade 10	21	23	18
Social Studies Grade 10	18	19	15

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	200	18.0%	207	18.7%	197	18.5%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.4%		95.5%		96.7%
Student Suspensions	20	1.8%	8	0.7%	28	2.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	7.7%	8.5%	6.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	97
Total Other Professional Staff	14
Total Paraprofessionals	22
Teaching Out of Certification*	3

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	66	67	79
	Regents Diplomas	55	61	75
	% Regents Diplomas	83%	91%	95%
	Regents Diplomas with Advanced Designation**			35
	% Regents Diplomas with Advanced Designation			44%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	5	4	3
	Regents Diplomas	2	1	2
	% Regents Diplomas	40%	25%	67%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	2
All Students	Total Graduates*	71	71	82
	Regents Diplomas	57	62	77
	% Regents Diplomas	80%	87%	94%
	Regents Diplomas with Advanced Designation**			35
	% Regents Diplomas with Advanced Designation			43%
	IEP Diplomas or Local Certificates	0	0	2

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	24	40	6	2	7	0	0	0
	Percent	30%	51%	8%	3%	9%	0%	0%	0%
Students with Disabilities	Number	0	2	0	0	1	0	0	0
	Percent	0%	67%	0%	0%	33%	0%	0%	0%
All Students	Number	24	42	6	2	8	0	0	0
	Percent	29%	51%	7%	2%	10%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	2		9	2.8%	5	1.6%
	Entered GED Program*	4		4	1.3%	1	0.3%
	Total Noncompleters	6		13	4.1%	6	1.9%
Students with Disabilities	Dropped Out	0		1	2.9%	3	7.9%
	Entered GED Program*	2		0	0.0%	1	2.6%
	Total Noncompleters	2		1	2.9%	4	10.5%
All Students	Dropped Out	2	0.6%	10	2.8%	8	2.2%
	Entered GED Program*	6	1.7%	4	1.1%	2	0.6%
	Total Noncompleters	8	2.3%	14	4.0%	10	2.8%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	82	0	258
	Number of Students with Disabilities	8	0	26
	Number of All Students	90	0	284
	Percent of Enrollment	32%	0%	98%
9-12	Number of General-Education Students	89	0	310
	Number of Students with Disabilities	7	0	48
	Number of All Students	96	0	358
	Percent of Enrollment	28%	0%	100%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	14	93%	24	92%	25	76%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	85	93%	67	78%	66	76%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	3	#	3	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	0	0%
Science	0	0%	1	#	0	0%
Reading	1	#	2	#	1	#
Writing	1	#	2	#	0	0%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	1	#	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	1	#
Science	1	#	0	0%	1	#
Reading	1	#	1	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	5	60%	1	#	1	#
U.S. Hist & Gov't	2	#	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	79	85	83	6	6	4
Number Scoring 55-100	78	82	82	5	4	#
Number Scoring 65-100	73	80	78	4	4	#
Number Scoring 85-100	32	45	30	0	0	#
Percentage of Tested Scoring 55-100	99%	96%	99%	83%	67%	#
Percentage of Tested Scoring 65-100	92%	94%	94%	67%	67%	#
Percentage of Tested Scoring 85-100	41%	53%	36%	0%	0%	#
Mathematics A						
Number Tested	104	105	71	10	8	3
Number Scoring 55-100	91	103	70	5	7	#
Number Scoring 65-100	84	102	70	5	6	#
Number Scoring 85-100	11	27	25	0	0	#
Percentage of Tested Scoring 55-100	88%	98%	99%	50%	88%	#
Percentage of Tested Scoring 65-100	81%	97%	99%	50%	75%	#
Percentage of Tested Scoring 85-100	11%	26%	35%	0%	0%	#
Mathematics B						
Number Tested	38	57	67	1	0	0
Number Scoring 55-100	31	53	55	#	0	0
Number Scoring 65-100	20	45	44	#	0	0
Number Scoring 85-100	3	14	9	#	0	0
Percentage of Tested Scoring 55-100	82%	93%	82%	#	0%	0%
Percentage of Tested Scoring 65-100	53%	79%	66%	#	0%	0%
Percentage of Tested Scoring 85-100	8%	25%	13%	#	0%	0%
Global History and Geography						
Number Tested	94	91	81	7	5	6
Number Scoring 55-100	89	87	77	4	4	4
Number Scoring 65-100	83	82	75	3	4	3
Number Scoring 85-100	31	33	31	0	0	0
Percentage of Tested Scoring 55-100	95%	96%	95%	57%	80%	67%
Percentage of Tested Scoring 65-100	88%	90%	93%	43%	80%	50%
Percentage of Tested Scoring 85-100	33%	36%	38%	0%	0%	0%
U.S. History and Government						
Number Tested	80	86	89	6	6	6
Number Scoring 55-100	78	82	83	6	4	4
Number Scoring 65-100	76	78	81	5	3	3
Number Scoring 85-100	38	49	35	0	0	1
Percentage of Tested Scoring 55-100	97%	95%	93%	100%	67%	67%
Percentage of Tested Scoring 65-100	95%	91%	91%	83%	50%	50%
Percentage of Tested Scoring 85-100	47%	57%	39%	0%	0%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	87	88	69	7	5	4
Number Scoring 55-100	87	88	68	7	5	#
Number Scoring 65-100	87	88	67	7	5	#
Number Scoring 85-100	33	36	28	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	#
Percentage of Tested Scoring 65-100	100%	100%	97%	100%	100%	#
Percentage of Tested Scoring 85-100	38%	41%	41%	0%	0%	#
Physical Setting/Earth Science						
Number Tested	90	89	101	3	7	11
Number Scoring 55-100	81	81	90	#	3	10
Number Scoring 65-100	70	68	81	#	1	8
Number Scoring 85-100	21	18	21	#	0	0
Percentage of Tested Scoring 55-100	90%	91%	89%	#	43%	91%
Percentage of Tested Scoring 65-100	78%	76%	80%	#	14%	73%
Percentage of Tested Scoring 85-100	23%	20%	21%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	44	40	40	1	0	0
Number Scoring 55-100	43	37	37	#	0	0
Number Scoring 65-100	33	32	33	#	0	0
Number Scoring 85-100	7	4	8	#	0	0
Percentage of Tested Scoring 55-100	98%	93%	93%	#	0%	0%
Percentage of Tested Scoring 65-100	75%	80%	82%	#	0%	0%
Percentage of Tested Scoring 85-100	16%	10%	20%	#	0%	0%
Physical Setting/Physics						
Number Tested		20	13		0	0
Number Scoring 55-100		20	12		0	0
Number Scoring 65-100		20	11		0	0
Number Scoring 85-100		8	4		0	0
Percentage of Tested Scoring 55-100		100%	92%		0%	0%
Percentage of Tested Scoring 65-100		100%	85%		0%	0%
Percentage of Tested Scoring 85-100		40%	31%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	12	17	7	0	0	0
Number Scoring 55-100	12	17	7	0	0	0
Number Scoring 65-100	12	17	7	0	0	0
Number Scoring 85-100	5	6	4	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	42%	35%	57%	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	40	34	40	0	1	0
Number Scoring 55-100	39	34	40	0	#	0
Number Scoring 65-100	39	34	38	0	#	0
Number Scoring 85-100	20	15	22	0	#	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	97%	100%	95%	0%	#	0%
Percentage of Tested Scoring 85-100	50%	44%	55%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	78	3%	5%	56%	36%
	Students with Disabilities	8	0%	63%	38%	0%
	All Students	86	2%	10%	55%	33%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	79	3%	22%	61%	15%
	Students with Disabilities	6	0%	83%	17%	0%
	All Students	85	2%	26%	58%	14%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	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

2001 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	79	79	79	5	5	5	84	84	84
Number Scoring 55–64	3	1	0	0	0	0	3	1	0
Number Scoring 65–84	44	28	43	2	3	3	46	31	46
Number Scoring 85–100	29	48	35	0	0	0	29	48	35
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)