

# New York State School Report Card Comprehensive Information Report

BEDS Code: 18-11-01-04-0001

Grade Range : 6-12

Name: Oakfield-Alabama Middle School High School

Principal: Thomas Sisson

## 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	93	83	93
Ungraded Elementary	0	1	0
Seventh	112	99	85
Eighth	104	103	97
Ninth	91	99	101
Tenth	77	80	92
Eleventh	78	74	74
Twelfth	81	70	70
Ungraded Secondary	7	11	11
Total K-12 Enrollment	643	620	623

## 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	9	1.4%	5	0.8%	8	1.3%
Black (Not Hispanic)	14	2.2%	14	2.3%	18	2.9%
Hispanic	2	0.3%	0	0.0%	4	0.6%
White (Not Hispanic)	618	96.1%	601	96.9%	593	95.2%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	16	20	19
Mathematics Grade 8	21	19	17
Science Grade 8	21	17	17
Social Studies Grade 8	21	20	19
English Grade 10	16	16	18
Mathematics Grade 10	15	10	18
Science Grade 10	0	20	21
Social Studies Grade 10	16	0	0

(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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle 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	2	0.3%	2	0.3%	0	0.0%
Eligible for Free Lunch	117	18.2%	69	11.1%	93	14.9%

### 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		96.8%		96.1%		96.5%
Student Suspensions	25	3.7%	26	4.0%	16	2.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.8%	7.3%	7.2%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	99%	100%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	57
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	73	48	66%	65	54	83%	66	55	83%
Students with Disabilities	6	1	17%	3	1	33%	5	2	40%
All Students	79	49	62%	68	55	81%	71	57	80%

\*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	26	33	2	3	7	0
Percent	37%	46%	3%	4%	10%	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)
5	2	0	5

\*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			3		2	
	Entered GED Program*			3		4	
	Total Noncompleters			6		6	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			5		2	
	Total Noncompleters			6		2	
All Students	Dropped Out	5	1.5%	4	1.2%	2	0.6%
	Entered GED Program*	0	0.0%	8	2.4%	6	1.7%
	Total Noncompleters	5	1.5%	12	3.6%	8	2.3%

\*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		252	82
	Number of Students with Disabilities		34	8
	Number of All Students		286	90
	Percent of Enrollment		99%	32%
9-12	Number of General-Education Students		282	89
	Number of Students with Disabilities		41	7
	Number of All Students		323	96
	Percent of Enrollment		98%	28%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	24	88%	26	92%	14	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	75	83%	75	80%	85	93%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	4	#	2	#

(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	1	#	8	100%	2	#
Science	2	#	0	0%	0	0%
Reading	0	0%	1	#	1	#
Writing	1	#	1	#	1	#
Global Studies	1	#	2	#	0	0%
U.S. Hist & Gov't	1	#	4	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	80%	3	#
Science	6	83%	0	0%	1	#
Reading	3	#	2	#	1	#
Writing	4	#	2	#	1	#
Global Studies	3	#	3	#	5	60%
U.S. Hist & Gov't	2	#	3	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	78	72	79	4	5	6
Number Scoring 55–100	76	67	78	#	2	5
Number Scoring 65–100	73	64	73	#	2	4
Number Scoring 85–100	27	34	32	#	0	0
Percentage of Tested Scoring 55–100	97%	93%	99%	#	40%	83%
Percentage of Tested Scoring 65–100	94%	89%	92%	#	40%	67%
Percentage of Tested Scoring 85–100	35%	47%	41%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	97	116	104	8	8	10
Number Scoring 55–100	72	102	91	4	3	5
Number Scoring 65–100	47	83	84	1	3	5
Number Scoring 85–100	7	22	11	0	0	0
Percentage of Tested Scoring 55–100	74%	88%	88%	50%	38%	50%
Percentage of Tested Scoring 65–100	48%	72%	81%	12%	38%	50%
Percentage of Tested Scoring 85–100	7%	19%	11%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	38	0	0	1
Number Scoring 55–100	0	0	31	0	0	#
Number Scoring 65–100	0	0	20	0	0	#
Number Scoring 85–100	0	0	3	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	82%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	53%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	8%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	88	78	94	7	6	7
Number Scoring 55–100	85	76	89	7	5	4
Number Scoring 65–100	79	68	83	5	2	3
Number Scoring 85–100	24	21	31	0	0	0
Percentage of Tested Scoring 55–100	97%	97%	95%	100%	83%	57%
Percentage of Tested Scoring 65–100	90%	87%	88%	71%	33%	43%
Percentage of Tested Scoring 85–100	27%	27%	33%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	68	73	80	2	6	6
Number Scoring 55–100	63	66	78	#	3	6
Number Scoring 65–100	60	61	76	#	2	5
Number Scoring 85–100	28	18	38	#	0	0
Percentage of Tested Scoring 55–100	93%	90%	97%	#	50%	100%
Percentage of Tested Scoring 65–100	88%	84%	95%	#	33%	83%
Percentage of Tested Scoring 85–100	41%	25%	47%	#	0%	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	65	73	87	5	2	7
Number Scoring 55–100	65	73	87	5	#	7
Number Scoring 65–100	62	73	87	5	#	7
Number Scoring 85–100	27	39	33	1	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	95%	100%	100%	100%	#	100%
Percentage of Tested Scoring 85–100	42%	53%	38%	20%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	83	90	90	7	6	3
Number Scoring 55–100	76	88	81	5	6	#
Number Scoring 65–100	64	84	70	2	4	#
Number Scoring 85–100	12	22	21	0	0	#
Percentage of Tested Scoring 55–100	92%	98%	90%	71%	100%	#
Percentage of Tested Scoring 65–100	77%	93%	78%	29%	67%	#
Percentage of Tested Scoring 85–100	14%	24%	23%	0%	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		36	44		0	1
Number Scoring 55–100		33	43		0	#
Number Scoring 65–100		26	33		0	#
Number Scoring 85–100		4	7		0	#
Percentage of Tested Scoring 55–100		92%	98%		0%	#
Percentage of Tested Scoring 65–100		72%	75%		0%	#
Percentage of Tested Scoring 85–100		11%	16%		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	23	16	12	0	0	0
Number Scoring 55–100	22	16	12	0	0	0
Number Scoring 65–100	21	16	12	0	0	0
Number Scoring 85–100	10	4	5	0	0	0
Percentage of Tested Scoring 55–100	96%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	25%	42%	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	32	34	40	1	0	0
Number Scoring 55–100	31	34	39	#	0	0
Number Scoring 65–100	30	33	39	#	0	0
Number Scoring 85–100	19	12	20	#	0	0
Percentage of Tested Scoring 55–100	97%	100%	97%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	97%	97%	#	0%	0%
Percentage of Tested Scoring 85–100	59%	35%	50%	#	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	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>Sequential Mathematics, Course III</b>						
Number Tested	0	1	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%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	20	100%	24	100%	27	100%
Students with Disabilities	5	100%	3	#	8	88%

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	90	0%	36%	54%	10%
	Students with Disabilities	7	0%	100%	0%	0%
	All Students	97	0%	40%	51%	9%

(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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	65	65	65	5	5	5	70	70	70
Number Scoring 55–64	0	2	0	1	1	0	1	3	0
Number Scoring 65–84	38	41	30	4	2	4	42	43	34
Number Scoring 85–100	26	19	34	0	0	1	26	19	35
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)