

# New York State District Report Card Comprehensive Information Report

BEDS Code: 25-14-00-01-0000  
 Name: Oneida City School District  
 Superintendent: Ronald R. Spadafora Jr

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	176	198	210
First	174	174	182
Second	171	170	173
Third	189	186	176
Fourth	192	193	183
Fifth	190	193	188
Sixth	215	196	194
Ungraded Elementary	29	32	35
Seventh	220	242	204
Eighth	196	203	222
Ninth	200	197	206
Tenth	190	187	186
Eleventh	202	187	188
Twelfth	176	184	169
Ungraded Secondary	31	47	34
Total K-12 Enrollment	2551	2589	2550

## 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	44	1.7%	54	2.1%	49	1.9%
Black (Not Hispanic)	13	0.5%	20	0.8%	19	0.7%
Hispanic	15	0.6%	16	0.6%	18	0.7%
White (Not Hispanic)	2479	97.2%	2499	96.5%	2464	96.6%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	20	21
Common Branch	19	19	18
English Grade 8	19	20	22
Mathematics Grade 8	19	20	22
Science Grade 8	19	21	23
Social Studies Grade 8	20	20	23
English Grade 10	15	19	19
Mathematics Grade 10	19	20	19
Science Grade 10	16	20	19
Social Studies Grade 10	19	20	22

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average 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>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	13	0.5%	12	0.5%	12	0.5%
<b>Eligible for Free Lunch</b>	403	15.8%	552	21.3%	551	21.6%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		95.0%		95.1%		95.0%
<b>Student Suspensions</b>	145	5.6%	176	6.9%	177	6.8%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	7.6%	8.7%	7.5%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	201
Total Other Professional Staff	18
Total Paraprofessionals	39
Teaching Out of Certification*	0

\*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	148	91	61%	147	110	75%	152	108	71%
Students with Disabilities	11	3	27%	20	7	35%	6	1	17%
All Students	159	94	59%	167	117	70%	158	109	69%

\*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	58	72	0	10	17	1
Percent	37%	46%	0%	6%	11%	1%

## 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)
6	1	5	11

\*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	40		37		16	2.3%
	Entered GED Program*	6		0		1	0.1%
	Total Noncompleters	46		37		17	2.4%
Students with Disabilities	Dropped Out	5		12		1	1.0%
	Entered GED Program*	2		0		0	0.0%
	Total Noncompleters	7		12		1	1.0%
All Students	Dropped Out	45	5.7%	49	6.2%	17	2.1%
	Entered GED Program*	8	1.0%	0	0.0%	1	0.1%
	Total Noncompleters	53	6.7%	49	6.2%	18	2.3%

\*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	314	382	376
	Number of Students with Disabilities	56	63	64
	Number of All Students	370	445	440
	Percent of Enrollment	57%	67%	69%
9-12	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%

## 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	31	77%	59	86%	58	81%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	124	85%	115	88%	132	83%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	3	#	2	#

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	8	88%
Science	0	0%	1	#	1	#
Reading	0	0%	8	88%	2	#
Writing	0	0%	8	75%	1	#
Global Studies	0	0%	0	0%	5	100%
U.S. Hist & Gov't	0	0%	3	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	3	177	176	0	12	14
Number Scoring 55-100	#	171	170	0	9	11
Number Scoring 65-100	#	165	163	0	7	8
Number Scoring 85-100	#	72	80	0	0	0
Percentage of Tested Scoring 55-100	#	97%	97%	0%	75%	79%
Percentage of Tested Scoring 65-100	#	93%	93%	0%	58%	57%
Percentage of Tested Scoring 85-100	#	41%	45%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	13	210	194	3	8	17
Number Scoring 55-100	7	178	190	#	5	14
Number Scoring 65-100	3	152	165	#	5	7
Number Scoring 85-100	0	13	38	#	0	0
Percentage of Tested Scoring 55-100	54%	85%	98%	#	62%	82%
Percentage of Tested Scoring 65-100	23%	72%	85%	#	62%	41%
Percentage of Tested Scoring 85-100	0%	6%	20%	#	0%	0%
<b>Mathematics B</b>						
Number Tested	0	1	91	0	0	0
Number Scoring 55-100	0	#	75	0	0	0
Number Scoring 65-100	0	#	57	0	0	0
Number Scoring 85-100	0	#	9	0	0	0
Percentage of Tested Scoring 55-100	0%	#	82%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	63%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	10%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	183	206	209	11	16	20
Number Scoring 55-100	157	174	172	7	9	14
Number Scoring 65-100	140	159	137	5	8	8
Number Scoring 85-100	45	54	50	1	1	0
Percentage of Tested Scoring 55-100	86%	84%	82%	64%	56%	70%
Percentage of Tested Scoring 65-100	77%	77%	66%	45%	50%	40%
Percentage of Tested Scoring 85-100	25%	26%	24%	9%	6%	0%
<b>U.S. History and Government</b>						
Number Tested	193	180	189	25	15	14
Number Scoring 55-100	166	175	168	16	12	11
Number Scoring 65-100	141	168	148	13	9	5
Number Scoring 85-100	79	74	75	1	2	0
Percentage of Tested Scoring 55-100	86%	97%	89%	64%	80%	79%
Percentage of Tested Scoring 65-100	73%	93%	78%	52%	60%	36%
Percentage of Tested Scoring 85-100	41%	41%	40%	4%	13%	0%

(Form - F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	142	189	157	8	15	17
Number Scoring 55-100	142	187	153	8	14	16
Number Scoring 65-100	141	181	146	7	13	13
Number Scoring 85-100	51	62	52	0	2	0
Percentage of Tested Scoring 55-100	100%	99%	97%	100%	93%	94%
Percentage of Tested Scoring 65-100	99%	96%	93%	88%	87%	76%
Percentage of Tested Scoring 85-100	36%	33%	33%	0%	13%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	144	122	175	3	4	13
Number Scoring 55-100	144	121	170	#	#	13
Number Scoring 65-100	139	119	154	#	#	10
Number Scoring 85-100	53	54	53	#	#	1
Percentage of Tested Scoring 55-100	100%	99%	97%	#	#	100%
Percentage of Tested Scoring 65-100	97%	98%	88%	#	#	77%
Percentage of Tested Scoring 85-100	37%	44%	30%	#	#	8%
<b>Physical Setting/Chemistry</b>						
Number Tested	88	69	93	2	2	0
Number Scoring 55-100	81	69	89	#	#	0
Number Scoring 65-100	77	65	78	#	#	0
Number Scoring 85-100	8	20	24	#	#	0
Percentage of Tested Scoring 55-100	92%	100%	96%	#	#	0%
Percentage of Tested Scoring 65-100	88%	94%	84%	#	#	0%
Percentage of Tested Scoring 85-100	9%	29%	26%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			50			1
Number Scoring 55-100			49			#
Number Scoring 65-100			41			#
Number Scoring 85-100			11			#
Percentage of Tested Scoring 55-100			98%			#
Percentage of Tested Scoring 65-100			82%			#
Percentage of Tested Scoring 85-100			22%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	23	29	12	0	0	0
Number Scoring 55-100	23	28	12	0	0	0
Number Scoring 65-100	23	27	12	0	0	0
Number Scoring 85-100	8	12	6	0	0	0
Percentage of Tested Scoring 55-100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	35%	41%	50%	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	70	69	66	0	1	0
Number Scoring 55-100	68	69	62	0	#	0
Number Scoring 65-100	68	67	61	0	#	0
Number Scoring 85-100	41	31	34	0	#	0
Percentage of Tested Scoring 55-100	97%	100%	94%	0%	#	0%
Percentage of Tested Scoring 65-100	97%	97%	92%	0%	#	0%
Percentage of Tested Scoring 85-100	59%	45%	52%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	99	108	18	5	4	0
Number Scoring 55-100	85	99	16	4	#	0
Number Scoring 65-100	72	84	15	3	#	0
Number Scoring 85-100	33	30	5	0	#	0
Percentage of Tested Scoring 55-100	86%	92%	89%	80%	#	0%
Percentage of Tested Scoring 65-100	73%	78%	83%	60%	#	0%
Percentage of Tested Scoring 85-100	33%	28%	28%	0%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	56	2%	34	88%	21	100%
Students with Disabilities	7	0%	4	#	4	#

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
<b>Nov 2003</b>	General-Education Students	167	2%	2%	57%	39%
	Students with Disabilities	27	4%	7%	78%	11%
	All Students	194	2%	3%	60%	35%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	199	2%	43%	44%	11%
	Students with Disabilities	33	21%	55%	24%	0%
	All Students	232	5%	45%	41%	9%

(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
<b>Elementary Level</b>						
Social Studies	2	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	0	0	0	0	0	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	159	159	159	13	13	13	172	172	172
Number Scoring 55–64	10	3	1	2	1	1	12	4	2
Number Scoring 65–84	95	72	87	4	5	5	99	77	92
Number Scoring 85–100	45	69	60	0	0	0	45	69	60
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 - L)