

New York State School Report Card Comprehensive Information Report

BEDS Code : 08-15-01-04-0002
 Name : Oxford Academy High School
 Principal: Mark Hine

Grade Range : 9-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	83	75	73
Tenth	75	76	74
Eleventh	75	73	65
Twelfth	89	74	78
Ungraded Secondary	0	0	0
Total K-12 Enrollment	322	298	290

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.6%	1	0.3%	1	0.3%
Black (Not Hispanic)	2	0.6%	2	0.7%	2	0.7%
Hispanic	3	0.9%	0	0.0%	2	0.7%
White (Not Hispanic)	315	97.8%	295	99.0%	285	98.3%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	21	22
Mathematics Grade 10	19	16	23
Science Grade 10	18	20	19
Social Studies Grade 10	19	20	19

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.3%		95.3%		93.5%
Student Suspensions	28	8.4%	22	6.8%	22	7.4%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	18.0%	10.7%	18.3%
Reduced Lunch	9.0%	5.4%	7.9%
Public Assistance	11-20%	41-50%	41-50%
Student Stability	94%	99%	95%

Staff Counts

Staff	2001–2002
Total Teachers	31
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching out of Certification*	3
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	70	37	53%	69	37	54%	66	32	48%
Students with Disabilities	15	0	0%	2	0	0%	2	0	0%
All Students	85	37	44%	71	37	52%	68	32	47%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	24	27	3	2	12	0
Percent	35%	40%	4%	3%	18%	0%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
2	0	5	7

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					6	2.1%
	Entered GED Program*					0	0.0%
	Total Noncompleters					6	2.1%
Students with Disabilities	Dropped Out					7	2.4%
	Entered GED Program*					0	0.0%
	Total Noncompleters					7	2.4%
All Students	Dropped Out	5	1.6%	5	1.7%	13	4.5%
	Entered GED Program*	0	0.0%	1	0.3%	0	0.0%
	Total Noncompleters	5	1.6%	6	2.0%	13	4.5%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	2	#	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	3	#	2	#	1	#
U.S. Hist & Gov't	8	88%	1	#	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	89%	5	100%	2	#
Science	4	50%	13	69%	4	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	5	0%	8	50%	5	20%
U.S. Hist & Gov't	4	50%	3	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	78	66	69	3	6	9
Number Scoring 55–100	78	64	66	#	4	6
Number Scoring 65–100	65	56	59	#	2	4
Number Scoring 85–100	9	18	25	#	0	0
Percentage of Tested Scoring 55–100	100%	97%	96%	#	67%	67%
Percentage of Tested Scoring 65–100	83%	85%	86%	#	33%	44%
Percentage of Tested Scoring 85–100	12%	27%	36%	#	0%	0%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	25	71	10	2	7	2
Number Scoring 55–100	20	61	6	#	4	#
Number Scoring 65–100	17	52	3	#	4	#
Number Scoring 85–100	9	16	0	#	0	#
Percentage of Tested Scoring 55–100	80%	86%	60%	#	57%	#
Percentage of Tested Scoring 65–100	68%	73%	30%	#	57%	#
Percentage of Tested Scoring 85–100	36%	23%	0%	#	0%	#
Mathematics A						
Number Tested	24	10	5	3	2	1
Number Scoring 55–100	9	7	3	#	#	#
Number Scoring 65–100	6	3	2	#	#	#
Number Scoring 85–100	0	0	1	#	#	#
Percentage of Tested Scoring 55–100	38%	70%	60%	#	#	#
Percentage of Tested Scoring 65–100	25%	30%	40%	#	#	#
Percentage of Tested Scoring 85–100	0%	0%	20%	#	#	#
Global Studies (last administered January 2000)						
Number Tested	40			4		
Number Scoring 55–100	31			#		
Number Scoring 65–100	23			#		
Number Scoring 85–100	10			#		
Percentage of Tested Scoring 55–100	78%			#		
Percentage of Tested Scoring 65–100	57%			#		
Percentage of Tested Scoring 85–100	25%			#		
Global History and Geography (first administered June 2000)						
Number Tested	42	77	71	4	11	9
Number Scoring 55–100	35	74	64	#	8	6
Number Scoring 65–100	28	72	53	#	6	3
Number Scoring 85–100	12	26	16	#	0	0
Percentage of Tested Scoring 55–100	83%	96%	90%	#	73%	67%
Percentage of Tested Scoring 65–100	67%	94%	75%	#	55%	33%
Percentage of Tested Scoring 85–100	29%	34%	23%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	83	46		6	3	
Number Scoring 55–100	76	41		5	#	
Number Scoring 65–100	59	37		2	#	
Number Scoring 85–100	13	15		1	#	
Percentage of Tested Scoring 55–100	92%	89%		83%	#	
Percentage of Tested Scoring 65–100	71%	80%		33%	#	
Percentage of Tested Scoring 85–100	16%	33%		17%	#	
U.S. History and Government (first administered June 2001)						
Number Tested		22	71		5	6
Number Scoring 55–100		18	71		3	6
Number Scoring 65–100		18	60		3	5
Number Scoring 85–100		8	30		0	0
Percentage of Tested Scoring 55–100		82%	100%		60%	100%
Percentage of Tested Scoring 65–100		82%	85%		60%	83%
Percentage of Tested Scoring 85–100		36%	42%		0%	0%
Living Environment (first administered June 2001)						
Number Tested		14	56		0	1
Number Scoring 55–100		14	56		0	#
Number Scoring 65–100		14	53		0	#
Number Scoring 85–100		3	5		0	#
Percentage of Tested Scoring 55–100		100%	100%		0%	#
Percentage of Tested Scoring 65–100		100%	95%		0%	#
Percentage of Tested Scoring 85–100		21%	9%		0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		51	67		7	8
Number Scoring 55–100		45	65		3	7
Number Scoring 65–100		42	57		2	6
Number Scoring 85–100		17	18		0	0
Percentage of Tested Scoring 55–100		88%	97%		43%	88%
Percentage of Tested Scoring 65–100		82%	85%		29%	75%
Percentage of Tested Scoring 85–100		33%	27%		0%	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	81	78	73	86	80
2001	76	73	72	70	73
2002	75	74	64	67	70

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	14	9	3	15	10
2001	14	12	11	5	11
2002	11	11	9	7	10

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	80	73	70	10	11	10
Comprehensive French						
Number Tested	51	19	8	0	0	0
Number Scoring 55–100	49	18	6	0	0	0
Number Scoring 65–100	46	17	6	0	0	0
Number Scoring 85–100	15	9	0	0	0	0
Percentage of AGE Tested	64%	26%	11%	0%	0%	0%
Percentage of AGE Scoring 55–100	61%	25%	9%	0%	0%	0%
Percentage of AGE Scoring 65–100	57%	23%	9%	0%	0%	0%
Percentage of AGE Scoring 85–100	19%	12%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	89%	75%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	80	73	70	10	11	10
Comprehensive Spanish						
Number Tested	19	46	40	0	1	0
Number Scoring 55–100	18	46	40	0	#	0
Number Scoring 65–100	16	44	39	0	#	0
Number Scoring 85–100	8	26	30	0	#	0
Percentage of AGE Tested	24%	63%	57%	0%	#	0%
Percentage of AGE Scoring 55–100	23%	63%	57%	0%	#	0%
Percentage of AGE Scoring 65–100	20%	60%	56%	0%	#	0%
Percentage of AGE Scoring 85–100	10%	36%	43%	0%	#	0%
Percentage of Tested Scoring 65–100	84%	96%	97%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	80	73	70	10	11	10
Sequential Mathematics, Course II						
Number Tested	61	49	70	1	0	1
Number Scoring 55–100	49	37	53	#	0	#
Number Scoring 65–100	46	31	37	#	0	#
Number Scoring 85–100	17	14	11	#	0	#
Percentage of AGE Tested	76%	67%	100%	#	0%	#
Percentage of AGE Scoring 55–100	61%	51%	76%	#	0%	#
Percentage of AGE Scoring 65–100	57%	42%	53%	#	0%	#
Percentage of AGE Scoring 85–100	21%	19%	16%	#	0%	#
Percentage of Tested Scoring 65–100	75%	63%	53%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	31	40	26	0	1	0
Number Scoring 55–100	31	38	26	0	#	0
Number Scoring 65–100	31	35	25	0	#	0
Number Scoring 85–100	14	23	15	0	#	0
Percentage of AGE Tested	39%	55%	37%	0%	#	0%
Percentage of AGE Scoring 55–100	39%	52%	37%	0%	#	0%
Percentage of AGE Scoring 65–100	39%	48%	36%	0%	#	0%
Percentage of AGE Scoring 85–100	17%	32%	21%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	88%	96%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	80	73	70	10	11	10
Earth Science (last administered January 2001)						
Number Tested	0	21		0	2	
Number Scoring 55–100	0	17		0	#	
Number Scoring 65–100	0	16		0	#	
Number Scoring 85–100	0	4		0	#	
Percentage of AGE Tested	0%	29%		0%	#	
Percentage of AGE Scoring 55–100	0%	23%		0%	#	
Percentage of AGE Scoring 65–100	0%	22%		0%	#	
Percentage of AGE Scoring 85–100	0%	5%		0%	#	
Percentage of Tested Scoring 65–100	0%	76%		0%	#	
Biology (last administered January 2001)						
Number Tested	50	38		1	1	
Number Scoring 55–100	48	36		#	#	
Number Scoring 65–100	44	29		#	#	
Number Scoring 85–100	13	5		#	#	
Percentage of AGE Tested	62%	52%		#	#	
Percentage of AGE Scoring 55–100	60%	49%		#	#	
Percentage of AGE Scoring 65–100	55%	40%		#	#	
Percentage of AGE Scoring 85–100	16%	7%		#	#	
Percentage of Tested Scoring 65–100	88%	76%		#	#	
Chemistry (last administered January 2002)						
Number Tested	27	21	2	0	0	0
Number Scoring 55–100	27	21	#	0	0	0
Number Scoring 65–100	26	17	#	0	0	0
Number Scoring 85–100	7	9	#	0	0	0
Percentage of AGE Tested	34%	29%	#	0%	0%	0%
Percentage of AGE Scoring 55–100	34%	29%	#	0%	0%	0%
Percentage of AGE Scoring 65–100	33%	23%	#	0%	0%	0%
Percentage of AGE Scoring 85–100	9%	12%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	81%	#	0%	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	80	73	70	10	11	10
Physics (last administered January 2002)						
Number Tested	8	12	13	0	0	0
Number Scoring 55–100	8	12	13	0	0	0
Number Scoring 65–100	7	12	13	0	0	0
Number Scoring 85–100	3	4	8	0	0	0
Percentage of AGE Tested	10%	16%	19%	0%	0%	0%
Percentage of AGE Scoring 55–100	10%	16%	19%	0%	0%	0%
Percentage of AGE Scoring 65–100	9%	16%	19%	0%	0%	0%
Percentage of AGE Scoring 85–100	4%	5%	11%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	100%	100%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			25			0
Number Scoring 55–100			24			0
Number Scoring 65–100			21			0
Number Scoring 85–100			5			0
Percentage of AGE Tested			36%			0%
Percentage of AGE Scoring 55–100			34%			0%
Percentage of AGE Scoring 65–100			30%			0%
Percentage of AGE Scoring 85–100			7%			0%
Percentage of Tested Scoring 65–100			84%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			0%			0%
Percentage of AGE Scoring 55–100			0%			0%
Percentage of AGE Scoring 65–100			0%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	32	97%	25	100%	29	100%
Students with Disabilities	7	57%	7	71%	9	78%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	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
June 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	61	61	9	9	70	70
Number Scoring 55–64	11	6	1	0	12	6
Number Scoring 65–84	27	28	0	1	27	29
Number Scoring 85–100	22	24	0	0	22	24
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	63	11	74
Number Scoring 55–64	3	1	4
Number Scoring 65–84	42	7	49
Number Scoring 85–100	18	0	18
Approved Alternatives	0	0	0

(Form – O)