

# 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	2002-03	2003-04	2004-05
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	89	83	79
Tenth	71	77	76
Eleventh	71	62	76
Twelfth	67	70	59
Ungraded Secondary	0	0	2
Total K-12 Enrollment	298	292	292

## 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	2	0.7%	1	0.3%	2	0.7%
Black (Not Hispanic)	6	2.0%	4	1.4%	5	1.7%
Hispanic	6	2.0%	2	0.7%	8	2.7%
White (Not Hispanic)	284	95.3%	285	97.6%	277	94.9%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	21	20	22
Mathematics Grade 10	10	16	17
Science Grade 10	18	17	15
Social Studies Grade 10	19	22	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
46	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 lower 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

	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	61	20.5%	63	21.6%	60	20.6%

### 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		95.8%		95.3%		93.8%
Student Suspensions	25	8.6%	35	11.7%	33	11.3%

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

	2002-03	2003-04	2004-05
Reduced Lunch	7.4%	6.2%	9.3%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	96%	91%	98%

### Staff Counts

Staff	2004-05
Total Teachers	32
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	4

\*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
<b>General-Education Students</b>	Total Graduates*	57	57	51
	Regents Diplomas	36	33	42
	% Regents Diplomas	63%	58%	82%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			51%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	5	5	5
	Regents Diplomas	1	0	4
	% Regents Diplomas	20%	0%	80%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	5	2
<b>All Students</b>	Total Graduates*	62	62	56
	Regents Diplomas	37	33	46
	% Regents Diplomas	60%	53%	82%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			46%
	IEP Diplomas or Local Certificates	2	5	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
<b>General-Education Students</b>	<b>Number</b>	18	22	0	0	10	0	1	0
	<b>Percent</b>	35%	43%	0%	0%	20%	0%	2%	0%
<b>Students with Disabilities</b>	<b>Number</b>	1	2	0	0	1	0	0	1
	<b>Percent</b>	20%	40%	0%	0%	20%	0%	0%	20%
<b>All Students</b>	<b>Number</b>	19	24	0	0	11	0	1	1
	<b>Percent</b>	34%	43%	0%	0%	20%	0%	2%	2%

## 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.
<b>General-Education Students</b>	Dropped Out	9		5	2.0%	7	2.7%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	9		5	2.0%	7	2.7%
<b>Students with Disabilities</b>	Dropped Out	2		2	4.8%	1	2.7%
	Entered GED Program*	1		1	2.4%	0	0.0%
	Total Noncompleters	3		3	7.1%	1	2.7%
<b>All Students</b>	Dropped Out	11	3.7%	7	2.4%	8	2.7%
	Entered GED Program*	1	0.3%	1	0.3%	0	0.0%
	Total Noncompleters	12	4.0%	8	2.7%	8	2.7%

\*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	256	250	256
	Number of Students with Disabilities	42	42	35
	Number of All Students	298	292	291
	Percent of Enrollment	100%	100%	100%

(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	0	0%	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	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	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	0	0%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

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

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	33	62	73	5	7	5
Number Scoring 55-100	31	58	71	3	5	5
Number Scoring 65-100	28	53	61	1	5	2
Number Scoring 85-100	17	26	23	0	1	0
Percentage of Tested Scoring 55-100	94%	94%	97%	60%	71%	100%
Percentage of Tested Scoring 65-100	85%	85%	84%	20%	71%	40%
Percentage of Tested Scoring 85-100	52%	42%	32%	0%	14%	0%
<b>Mathematics A</b>						
Number Tested	71	65	69	3	5	6
Number Scoring 55-100	65	65	66	#	5	4
Number Scoring 65-100	56	60	60	#	5	4
Number Scoring 85-100	19	19	17	#	0	1
Percentage of Tested Scoring 55-100	92%	100%	96%	#	100%	67%
Percentage of Tested Scoring 65-100	79%	92%	87%	#	100%	67%
Percentage of Tested Scoring 85-100	27%	29%	25%	#	0%	17%
<b>Mathematics B</b>						
Number Tested	0	33	30	0	0	0
Number Scoring 55-100	0	25	29	0	0	0
Number Scoring 65-100	0	21	23	0	0	0
Number Scoring 85-100	0	4	3	0	0	0
Percentage of Tested Scoring 55-100	0%	76%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	64%	77%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	12%	10%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	14	78	77	3	8	9
Number Scoring 55-100	13	72	70	#	7	5
Number Scoring 65-100	10	65	60	#	5	4
Number Scoring 85-100	0	27	27	#	0	0
Percentage of Tested Scoring 55-100	93%	92%	91%	#	88%	56%
Percentage of Tested Scoring 65-100	71%	83%	78%	#	62%	44%
Percentage of Tested Scoring 85-100	0%	35%	35%	#	0%	0%
<b>U.S. History and Government</b>						
Number Tested	42	58	72	5	5	5
Number Scoring 55-100	39	56	68	3	4	4
Number Scoring 65-100	34	53	60	3	3	4
Number Scoring 85-100	13	28	32	0	2	1
Percentage of Tested Scoring 55-100	93%	97%	94%	60%	80%	80%
Percentage of Tested Scoring 65-100	81%	91%	83%	60%	60%	80%
Percentage of Tested Scoring 85-100	31%	48%	44%	0%	40%	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	33	48	51	2	0	1
Number Scoring 55-100	33	48	51	#	0	#
Number Scoring 65-100	33	47	51	#	0	#
Number Scoring 85-100	8	13	18	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	98%	100%	#	0%	#
Percentage of Tested Scoring 85-100	24%	27%	35%	#	0%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	63	72	68	9	7	6
Number Scoring 55-100	60	69	67	6	6	6
Number Scoring 65-100	54	61	60	4	2	3
Number Scoring 85-100	20	32	30	0	0	0
Percentage of Tested Scoring 55-100	95%	96%	99%	67%	86%	100%
Percentage of Tested Scoring 65-100	86%	85%	88%	44%	29%	50%
Percentage of Tested Scoring 85-100	32%	44%	44%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	1	25	20	0	0	0
Number Scoring 55-100	#	24	19	0	0	0
Number Scoring 65-100	#	20	16	0	0	0
Number Scoring 85-100	#	0	5	0	0	0
Percentage of Tested Scoring 55-100	#	96%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	80%	80%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	25%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		8	11		0	0
Number Scoring 55-100		8	10		0	0
Number Scoring 65-100		8	10		0	0
Number Scoring 85-100		2	4		0	0
Percentage of Tested Scoring 55-100		100%	91%		0%	0%
Percentage of Tested Scoring 65-100		100%	91%		0%	0%
Percentage of Tested Scoring 85-100		25%	36%		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
<b>Comprehensive French</b>						
Number Tested	16	20	28	0	0	1
Number Scoring 55-100	16	20	28	0	0	#
Number Scoring 65-100	16	20	27	0	0	#
Number Scoring 85-100	8	12	18	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	50%	60%	64%	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	0	25	28	0	0	0
Number Scoring 55-100	0	25	28	0	0	0
Number Scoring 65-100	0	25	28	0	0	0
Number Scoring 85-100	0	12	12	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	48%	43%	0%	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)



## New York State Alternate Assessments (NYSAA) 2004–05

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	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	54	54	54	5	5	5	59	59	59
Number Scoring 55–64	1	3	3	1	0	1	2	3	4
Number Scoring 65–84	39	22	30	1	1	3	40	23	33
Number Scoring 85–100	13	27	21	2	2	0	15	29	21
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)