

New York State School Report Card Comprehensive Information Report

BEDS Code: 46-13-00-01-0008

Grade Range : 9-12

Name: Oswego High School

Principal: Fran Murphy

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	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	588	462	425
Tenth	405	410	462
Eleventh	304	436	399
Twelfth	282	332	437
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1579	1640	1723

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	21	1.3%	32	2.0%	27	1.6%
Black (Not Hispanic)	15	0.9%	15	0.9%	17	1.0%
Hispanic	32	2.0%	38	2.3%	37	2.1%
White (Not Hispanic)	1511	95.7%	1555	94.8%	1642	95.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	8
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	23
English Grade 10	19	23	25
Mathematics Grade 10	24	21	22
Science Grade 10	22	23	22
Social Studies Grade 10	21	26	25

(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	1	0.1%	4	0.2%	1	0.1%
Eligible for Free Lunch	266	16.9%	235	14.3%	140	8.1%

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		94.8%		93.4%		93.0%
Student Suspensions	193	12.3%	113	7.2%	235	14.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.4%	5.1%	2.3%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	98%	85%

Staff Counts

Staff	2002–2003
Total Teachers	114
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	6
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	297	217	73%	243	167	69%	322	229	71%
Students with Disabilities	12	2	17%	10	4	40%	14	5	36%
All Students	309	219	71%	253	171	68%	336	234	70%

*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	212	66	12	5	19	22
Percent	63%	20%	4%	1%	6%	7%

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)
14	5	9	23

*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			44		42	
	Entered GED Program*			39		49	
	Total Noncompleters			83		91	
Students with Disabilities	Dropped Out			3		7	
	Entered GED Program*			1		7	
	Total Noncompleters			4		14	
All Students	Dropped Out	55	3.5%	47	2.9%	49	2.8%
	Entered GED Program*	36	2.3%	40	2.4%	56	3.3%
	Total Noncompleters	91	5.8%	87	5.3%	105	6.1%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		38	1530
	Number of Students with Disabilities		173	193
	Number of All Students		211	1723
	Percent of Enrollment		13%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	2000-2001		2001-2002		2002-2003	
	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%

(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	0	0%	1	#	6	67%
Science	1	#	1	#	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	4	#
U.S. Hist & Gov't	2	#	2	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	27	59%	0	0%	40	68%
Science	10	30%	0	0%	19	58%
Reading	1	#	0	0%	27	93%
Writing	0	0%	0	0%	23	74%
Global Studies	8	38%	0	0%	12	58%
U.S. Hist & Gov't	5	20%	1	#	13	46%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	323	360	359	16	17	34
Number Scoring 55–100	305	332	324	11	9	13
Number Scoring 65–100	267	287	300	5	6	9
Number Scoring 85–100	59	135	125	1	2	1
Percentage of Tested Scoring 55–100	94%	92%	90%	69%	53%	38%
Percentage of Tested Scoring 65–100	83%	80%	84%	31%	35%	26%
Percentage of Tested Scoring 85–100	18%	38%	35%	6%	12%	3%
Mathematics A						
Number Tested	0	277	401	0	7	37
Number Scoring 55–100	0	248	365	0	2	22
Number Scoring 65–100	0	223	333	0	1	16
Number Scoring 85–100	0	105	59	0	1	0
Percentage of Tested Scoring 55–100	0%	90%	91%	0%	29%	59%
Percentage of Tested Scoring 65–100	0%	81%	83%	0%	14%	43%
Percentage of Tested Scoring 85–100	0%	38%	15%	0%	14%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	188	0	0	2
Number Scoring 55–100	0	0	185	0	0	#
Number Scoring 65–100	0	0	165	0	0	#
Number Scoring 85–100	0	0	36	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	88%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	19%	0%	0%	#
Global History and Geography						
Number Tested	400	364	423	15	29	35
Number Scoring 55–100	393	344	394	15	21	26
Number Scoring 65–100	362	308	369	9	14	22
Number Scoring 85–100	148	103	154	0	0	6
Percentage of Tested Scoring 55–100	98%	95%	93%	100%	72%	74%
Percentage of Tested Scoring 65–100	91%	85%	87%	60%	48%	63%
Percentage of Tested Scoring 85–100	37%	28%	36%	0%	0%	17%
U.S. History and Government (first administered June 2001)						
Number Tested	280	377	359	8	17	29
Number Scoring 55–100	250	350	334	8	13	17
Number Scoring 65–100	229	317	314	5	8	13
Number Scoring 85–100	127	112	149	0	1	3
Percentage of Tested Scoring 55–100	89%	93%	93%	100%	76%	59%
Percentage of Tested Scoring 65–100	82%	84%	87%	62%	47%	45%
Percentage of Tested Scoring 85–100	45%	30%	42%	0%	6%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	401	280	348	12	14	25
Number Scoring 55–100	396	280	342	11	14	21
Number Scoring 65–100	385	273	325	10	12	17
Number Scoring 85–100	105	74	134	1	0	4
Percentage of Tested Scoring 55–100	99%	100%	98%	92%	100%	84%
Percentage of Tested Scoring 65–100	96%	97%	93%	83%	86%	68%
Percentage of Tested Scoring 85–100	26%	26%	39%	8%	0%	16%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	257	359	322	12	17	14
Number Scoring 55–100	224	340	298	6	11	9
Number Scoring 65–100	193	313	269	2	9	9
Number Scoring 85–100	82	136	112	0	2	0
Percentage of Tested Scoring 55–100	87%	95%	93%	50%	65%	64%
Percentage of Tested Scoring 65–100	75%	87%	84%	17%	53%	64%
Percentage of Tested Scoring 85–100	32%	38%	35%	0%	12%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		129	116		1	0
Number Scoring 55–100		120	107		#	0
Number Scoring 65–100		97	82		#	0
Number Scoring 85–100		10	13		#	0
Percentage of Tested Scoring 55–100		93%	92%		#	0%
Percentage of Tested Scoring 65–100		75%	71%		#	0%
Percentage of Tested Scoring 85–100		8%	11%		#	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	87	132	131	0	1	1
Number Scoring 55–100	87	131	131	0	#	#
Number Scoring 65–100	86	125	131	0	#	#
Number Scoring 85–100	44	49	84	0	#	#
Percentage of Tested Scoring 55–100	100%	99%	100%	0%	#	#
Percentage of Tested Scoring 65–100	99%	95%	100%	0%	#	#
Percentage of Tested Scoring 85–100	51%	37%	64%	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	173	144	145	1	1	2
Number Scoring 55–100	172	143	144	#	#	#
Number Scoring 65–100	170	140	142	#	#	#
Number Scoring 85–100	110	75	101	#	#	#
Percentage of Tested Scoring 55–100	99%	99%	99%	#	#	#
Percentage of Tested Scoring 65–100	98%	97%	98%	#	#	#
Percentage of Tested Scoring 85–100	64%	52%	70%	#	#	#
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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	302	79	9	6	8	2
Number Scoring 55–100	264	53	4	4	4	#
Number Scoring 65–100	237	44	3	3	4	#
Number Scoring 85–100	121	2	0	0	0	#
Percentage of Tested Scoring 55–100	87%	67%	44%	67%	50%	#
Percentage of Tested Scoring 65–100	78%	56%	33%	50%	50%	#
Percentage of Tested Scoring 85–100	40%	3%	0%	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	245	228	14	19	2	0
Number Scoring 55–100	220	214	8	13	#	0
Number Scoring 65–100	209	201	5	9	#	0
Number Scoring 85–100	116	109	0	1	#	0
Percentage of Tested Scoring 55–100	90%	94%	57%	68%	#	0%
Percentage of Tested Scoring 65–100	85%	88%	36%	47%	#	0%
Percentage of Tested Scoring 85–100	47%	48%	0%	5%	#	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	43	100%	5	100%	37	95%
Students with Disabilities	13	77%	3	#	13	77%

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
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	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

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	366	366	366	24	24	24	390	390	390
Number Scoring 55–64	11	22	10	5	6	4	16	28	14
Number Scoring 65–84	180	183	201	10	8	11	190	191	212
Number Scoring 85–100	138	110	121	3	1	1	141	111	122
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)