

New York State District Report Card Comprehensive Information Report

BEDS Code: 49-13-02-06-0000

Name: Averill Park Central School District

Superintendent: Michael J. Johnson

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	228	220	208
First	232	251	235
Second	240	236	262
Third	243	249	240
Fourth	265	252	247
Fifth	270	271	249
Sixth	320	279	275
Ungraded Elementary	12	16	8
Seventh	276	323	293
Eighth	310	267	305
Ninth	346	354	292
Tenth	280	317	321
Eleventh	235	249	285
Twelfth	234	227	239
Ungraded Secondary	4	6	7
Total K-12 Enrollment	3495	3517	3466

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	41	1.2%	38	1.1%	33	1.0%
Black (Not Hispanic)	17	0.5%	29	0.8%	30	0.9%
Hispanic	21	0.6%	30	0.9%	31	0.9%
White (Not Hispanic)	3416	97.7%	3420	97.2%	3372	97.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	18	19
Common Branch	21	21	22
English Grade 8	23	21	19
Mathematics Grade 8	22	20	20
Science Grade 8	24	22	22
Social Studies Grade 8	24	22	21
English Grade 10	25	24	22
Mathematics Grade 10	18	23	17
Science Grade 10	26	25	24
Social Studies Grade 10	24	22	22

(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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.2%	5	0.1%	5	0.1%
Eligible for Free Lunch	239	7.2%	197	5.9%	247	7.5%

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		95.9%		96.1%		95.8%
Student Suspensions	97	2.8%	89	2.5%	121	3.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.6%	5.4%	5.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	263
Total Other Professional Staff	43
Total Paraprofessionals	95
Teaching Out of Certification*	10
Teachers with Temporary Licenses	1

*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	213	148	69%	203	148	73%	199	148	74%
Students with Disabilities	18	3	17%	16	6	38%	22	8	36%
All Students	231	151	65%	219	154	70%	221	156	71%

*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	79	101	4	10	27	0
Percent	36%	46%	2%	5%	12%	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)
22	8	9	31

*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			30		15	
	Entered GED Program*			7		4	
	Total Noncompleters			37		19	
Students with Disabilities	Dropped Out			3		1	
	Entered GED Program*			0		0	
	Total Noncompleters			3		1	
All Students	Dropped Out	42	3.8%	33	2.9%	16	1.4%
	Entered GED Program*	16	1.5%	7	0.6%	4	0.4%
	Total Noncompleters	58	5.3%	40	3.5%	20	1.7%

*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		229	0
	Number of Students with Disabilities		38	0
	Number of All Students		267	0
	Percent of Enrollment		31%	0%
9-12	Number of General-Education Students		88	254
	Number of Students with Disabilities		161	31
	Number of All Students		249	285
	Percent of Enrollment		22%	25%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	1	#	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%	13	100%	0	0%
Science	0	0%	5	80%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	9	78%	0	0%
U.S. Hist & Gov't	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
Mathematics	19	84%	6	100%	0	0%
Science	4	#	0	0%	0	0%
Reading	4	#	10	100%	0	0%
Writing	4	#	9	89%	0	0%
Global Studies	11	18%	7	100%	0	0%
U.S. Hist & Gov't	4	#	8	100%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	260	245	0	15	26	0
Number Scoring 55–100	251	233	0	11	19	0
Number Scoring 65–100	218	215	0	10	15	0
Number Scoring 85–100	41	97	0	0	0	0
Percentage of Tested Scoring 55–100	97%	95%	0%	73%	73%	0%
Percentage of Tested Scoring 65–100	84%	88%	0%	67%	58%	0%
Percentage of Tested Scoring 85–100	16%	40%	0%	0%	0%	0%
Mathematics A						
Number Tested	59	266	142	17	10	2
Number Scoring 55–100	31	204	104	5	7	#
Number Scoring 65–100	21	170	79	2	5	#
Number Scoring 85–100	3	76	9	0	0	#
Percentage of Tested Scoring 55–100	53%	77%	73%	29%	70%	#
Percentage of Tested Scoring 65–100	36%	64%	56%	12%	50%	#
Percentage of Tested Scoring 85–100	5%	29%	6%	0%	0%	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	1	0	0	1
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 Tested Scoring 55–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	#
Global History and Geography						
Number Tested	269	293	303	30	5	3
Number Scoring 55–100	258	265	266	22	3	#
Number Scoring 65–100	246	227	241	16	1	#
Number Scoring 85–100	74	60	78	0	0	#
Percentage of Tested Scoring 55–100	96%	90%	88%	73%	60%	#
Percentage of Tested Scoring 65–100	91%	77%	80%	53%	20%	#
Percentage of Tested Scoring 85–100	28%	20%	26%	0%	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	228	237	2	21	22	1
Number Scoring 55–100	217	232	#	16	18	#
Number Scoring 65–100	200	215	#	14	14	#
Number Scoring 85–100	104	72	#	4	0	#
Percentage of Tested Scoring 55–100	95%	98%	#	76%	82%	#
Percentage of Tested Scoring 65–100	88%	91%	#	67%	64%	#
Percentage of Tested Scoring 85–100	46%	30%	#	19%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	215	302	0	22	6	0
Number Scoring 55–100	213	296	0	21	5	0
Number Scoring 65–100	205	287	0	17	4	0
Number Scoring 85–100	48	129	0	1	0	0
Percentage of Tested Scoring 55–100	99%	98%	0%	95%	83%	0%
Percentage of Tested Scoring 65–100	95%	95%	0%	77%	67%	0%
Percentage of Tested Scoring 85–100	22%	43%	0%	5%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	251	295	199	36	0	0
Number Scoring 55–100	231	283	186	26	0	0
Number Scoring 65–100	206	250	170	17	0	0
Number Scoring 85–100	107	90	69	3	0	0
Percentage of Tested Scoring 55–100	92%	96%	93%	72%	0%	0%
Percentage of Tested Scoring 65–100	82%	85%	85%	47%	0%	0%
Percentage of Tested Scoring 85–100	43%	31%	35%	8%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		174	198		5	1
Number Scoring 55–100		170	195		5	#
Number Scoring 65–100		136	185		4	#
Number Scoring 85–100		37	65		0	#
Percentage of Tested Scoring 55–100		98%	98%		100%	#
Percentage of Tested Scoring 65–100		78%	93%		80%	#
Percentage of Tested Scoring 85–100		21%	33%		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	34	33	0	0	0	0
Number Scoring 55–100	34	31	0	0	0	0
Number Scoring 65–100	33	27	0	0	0	0
Number Scoring 85–100	16	15	0	0	0	0
Percentage of Tested Scoring 55–100	100%	94%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	82%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	45%	0%	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 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	113	94	0	3	2	0
Number Scoring 55–100	113	93	0	#	#	0
Number Scoring 65–100	106	91	0	#	#	0
Number Scoring 85–100	55	37	0	#	#	0
Percentage of Tested Scoring 55–100	100%	99%	0%	#	#	0%
Percentage of Tested Scoring 65–100	94%	97%	0%	#	#	0%
Percentage of Tested Scoring 85–100	49%	39%	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 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	286	38	0	24	3	0
Number Scoring 55–100	242	31	0	19	#	0
Number Scoring 65–100	211	22	0	7	#	0
Number Scoring 85–100	89	2	0	0	#	0
Percentage of Tested Scoring 55–100	85%	82%	0%	79%	#	0%
Percentage of Tested Scoring 65–100	74%	58%	0%	29%	#	0%
Percentage of Tested Scoring 85–100	31%	5%	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	139	173	3	5	1	0
Number Scoring 55–100	127	158	#	5	#	0
Number Scoring 65–100	117	139	#	3	#	0
Number Scoring 85–100	58	69	#	0	#	0
Percentage of Tested Scoring 55–100	91%	91%	#	100%	#	0%
Percentage of Tested Scoring 65–100	84%	80%	#	60%	#	0%
Percentage of Tested Scoring 85–100	42%	40%	#	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	86	98%	217	100%	0	0%
Students with Disabilities	32	84%	7	100%	0	0%

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	224	0%	1%	71%	27%
	Students with Disabilities	21	0%	24%	71%	5%
	All Students	245	0%	3%	71%	25%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	254	0%	19%	56%	25%
	Students with Disabilities	43	12%	60%	28%	0%
	All Students	297	2%	25%	52%	21%

(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	220	220	220	32	32	32	252	252	252
Number Scoring 55–64	4	12	2	7	2	3	11	14	5
Number Scoring 65–84	127	108	116	13	12	19	140	120	135
Number Scoring 85–100	70	69	88	0	1	1	70	70	89
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)