

New York State School Report Card Comprehensive Information Report

BEDS Code: 09-02-01-04-0002
 Name: Ausable Valley High School
 Principal: Peter Atchinson

Grade Range : 9-12

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	129	117	0
Eighth	131	122	0
Ninth	149	151	128
Tenth	114	101	108
Eleventh	106	112	108
Twelfth	115	114	121
Ungraded Secondary	0	0	0
Total K-12 Enrollment	744	717	465

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	5	0.7%	3	0.4%	2	0.4%
Black (Not Hispanic)	6	0.8%	7	1.0%	5	1.1%
Hispanic	3	0.4%	2	0.3%	2	0.4%
White (Not Hispanic)	730	98.1%	705	98.3%	456	98.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	16	11
Mathematics Grade 8	18	0	16
Science Grade 8	15	21	0
Social Studies Grade 8	18	19	12
English Grade 10	17	18	19
Mathematics Grade 10	11	11	16
Science Grade 10	18	0	11
Social Studies Grade 10	19	17	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	140	18.8%	103	14.4%	54	11.6%

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		91.9%		92.5%		92.4%
Student Suspensions	66	8.8%	86	11.6%	45	6.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.4%	6.6%	7.5%
Public Assistance	31-40%	41-50%	41-50%
Student Stability	83%	93%	96%

Staff Counts

Staff	2002–2003
Total Teachers	44
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	77	33	43%	90	42	47%	85	43	51%
Students with Disabilities	5	5	100%	7	0	0%	10	0	0%
All Students	82	38	46%	97	42	43%	95	43	45%

*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	27	41	2	8	16	1
Percent	28%	43%	2%	8%	17%	1%

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)
10	0	8	18

*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			12		14	
	Entered GED Program*			3		3	
	Total Noncompleters			15		17	
Students with Disabilities	Dropped Out			3		5	
	Entered GED Program*			1		2	
	Total Noncompleters			4		7	
All Students	Dropped Out	22	4.5%	15	3.1%	19	4.1%
	Entered GED Program*	0	0.0%	4	0.8%	5	1.1%
	Total Noncompleters	22	4.5%	19	4.0%	24	5.2%

*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		201	0
	Number of Students with Disabilities		38	0
	Number of All Students		239	0
	Percent of Enrollment		100%	0%
9-12	Number of General-Education Students		386	400
	Number of Students with Disabilities		25	65
	Number of All Students		411	465
	Percent of Enrollment		86%	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	53	87%	2	#	32	84%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	69	91%	0	0%	40	100%

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%	0	0%	5	80%
Science	3	#	2	#	2	#
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	2	#
Global Studies	5	100%	0	0%	1	#
U.S. Hist & Gov't	8	75%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	67%	8	38%	25	80%
Science	4	#	7	14%	12	75%
Reading	18	94%	11	73%	21	57%
Writing	17	82%	11	55%	24	62%
Global Studies	2	#	3	#	4	#
U.S. Hist & Gov't	0	0%	1	#	13	8%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	111	108	156	10	10	7
Number Scoring 55–100	105	96	146	8	8	4
Number Scoring 65–100	80	78	132	4	5	3
Number Scoring 85–100	5	25	41	0	0	0
Percentage of Tested Scoring 55–100	95%	89%	94%	80%	80%	57%
Percentage of Tested Scoring 65–100	72%	72%	85%	40%	50%	43%
Percentage of Tested Scoring 85–100	5%	23%	26%	0%	0%	0%
Mathematics A						
Number Tested	0	20	100	0	2	4
Number Scoring 55–100	0	11	88	0	#	#
Number Scoring 65–100	0	7	76	0	#	#
Number Scoring 85–100	0	0	19	0	#	#
Percentage of Tested Scoring 55–100	0%	55%	88%	0%	#	#
Percentage of Tested Scoring 65–100	0%	35%	76%	0%	#	#
Percentage of Tested Scoring 85–100	0%	0%	19%	0%	#	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	120	109	113	10	7	4
Number Scoring 55–100	115	101	106	8	6	#
Number Scoring 65–100	93	81	92	5	4	#
Number Scoring 85–100	12	11	24	0	0	#
Percentage of Tested Scoring 55–100	96%	93%	94%	80%	86%	#
Percentage of Tested Scoring 65–100	78%	74%	81%	50%	57%	#
Percentage of Tested Scoring 85–100	10%	10%	21%	0%	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	90	110	116	9	8	8
Number Scoring 55–100	84	103	113	9	7	7
Number Scoring 65–100	73	91	102	7	6	6
Number Scoring 85–100	21	21	40	2	1	2
Percentage of Tested Scoring 55–100	93%	94%	97%	100%	88%	88%
Percentage of Tested Scoring 65–100	81%	83%	88%	78%	75%	75%
Percentage of Tested Scoring 85–100	23%	19%	34%	22%	12%	25%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	97	121	95	12	8	6
Number Scoring 55–100	93	119	94	9	8	5
Number Scoring 65–100	87	117	87	7	8	1
Number Scoring 85–100	12	25	18	1	1	0
Percentage of Tested Scoring 55–100	96%	98%	99%	75%	100%	83%
Percentage of Tested Scoring 65–100	90%	97%	92%	58%	100%	17%
Percentage of Tested Scoring 85–100	12%	21%	19%	8%	12%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	128	92	114	11	1	7
Number Scoring 55–100	106	84	99	7	#	4
Number Scoring 65–100	88	61	85	5	#	4
Number Scoring 85–100	22	10	16	0	#	0
Percentage of Tested Scoring 55–100	83%	91%	87%	64%	#	57%
Percentage of Tested Scoring 65–100	69%	66%	75%	45%	#	57%
Percentage of Tested Scoring 85–100	17%	11%	14%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		49	76		1	1
Number Scoring 55–100		43	64		#	#
Number Scoring 65–100		29	46		#	#
Number Scoring 85–100		2	5		#	#
Percentage of Tested Scoring 55–100		88%	84%		#	#
Percentage of Tested Scoring 65–100		59%	61%		#	#
Percentage of Tested Scoring 85–100		4%	7%		#	#
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	19	19	20	0	0	0
Number Scoring 55–100	18	19	19	0	0	0
Number Scoring 65–100	16	19	18	0	0	0
Number Scoring 85–100	4	3	4	0	0	0
Percentage of Tested Scoring 55–100	95%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	84%	100%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	21%	16%	20%	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	16	21	37	0	0	0
Number Scoring 55–100	16	21	36	0	0	0
Number Scoring 65–100	15	19	35	0	0	0
Number Scoring 85–100	4	5	12	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	90%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	24%	32%	0%	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	83	102	20	4	4	0
Number Scoring 55–100	58	72	16	#	#	0
Number Scoring 65–100	46	55	11	#	#	0
Number Scoring 85–100	12	16	1	#	#	0
Percentage of Tested Scoring 55–100	70%	71%	80%	#	#	0%
Percentage of Tested Scoring 65–100	55%	54%	55%	#	#	0%
Percentage of Tested Scoring 85–100	14%	16%	5%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	64	56	62	0	1	1
Number Scoring 55–100	47	43	44	0	#	#
Number Scoring 65–100	34	35	34	0	#	#
Number Scoring 85–100	5	11	5	0	#	#
Percentage of Tested Scoring 55–100	73%	77%	71%	0%	#	#
Percentage of Tested Scoring 65–100	53%	62%	55%	0%	#	#
Percentage of Tested Scoring 85–100	8%	20%	8%	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	46	98%	39	100%	18	100%
Students with Disabilities	0	0%	4	#	6	100%

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	93	93	93	16	16	16	109	109	109
Number Scoring 55–64	9	9	4	3	1	2	12	10	6
Number Scoring 65–84	64	55	65	6	6	6	70	61	71
Number Scoring 85–100	10	18	17	0	1	0	10	19	17
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)