

New York State School Report Card Comprehensive Information Report

BEDS Code: 57-02-01-04-0002

Grade Range : K-12

Name: Avoca Central School

Principal: D. Roth & R. Yochem

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	50	44	42
First	44	50	36
Second	61	45	53
Third	66	58	46
Fourth	59	66	58
Fifth	51	61	67
Sixth	64	65	65
Ungraded Elementary	18	21	20
Seventh	55	66	64
Eighth	49	45	58
Ninth	55	56	48
Tenth	42	47	48
Eleventh	36	40	46
Twelfth	50	39	43
Ungraded Secondary	0	0	0
Total K-12 Enrollment	700	703	694

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	8	1.1%	6	0.9%	6	0.9%
Black (Not Hispanic)	6	0.9%	8	1.1%	9	1.3%
Hispanic	5	0.7%	6	0.9%	8	1.2%
White (Not Hispanic)	681	97.3%	683	97.2%	671	96.7%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	16	15	14
Common Branch	19	19	18
English Grade 8	19	14	0
Mathematics Grade 8	17	0	28
Science Grade 8	19	13	16
Social Studies Grade 8	16	14	19
English Grade 10	22	16	17
Mathematics Grade 10	16	9	14
Science Grade 10	19	18	19
Social Studies Grade 10	22	16	15

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	234	33.4%	201	28.6%	241	34.7%

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		98.9%		98.7%		94.5%
Student Suspensions	29	4.1%	32	4.6%	36	5.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	15.7%	11.8%	14.1%
Public Assistance	31-40%	41-50%	41-50%
Student Stability	94%	95%	100%

Staff Counts

Staff	2002–2003
Total Teachers	59
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	41	26	63%	37	15	41%	41	28	68%
Students with Disabilities	3	0	0%	0	0	0%	1	1	100%
All Students	44	26	59%	37	15	41%	42	29	69%

*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	20	18	0	1	3	0
Percent	48%	43%	0%	2%	7%	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)
1	1	0	1

*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			3		0	
	Entered GED Program*			4		5	
	Total Noncompleters			7		5	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	4	2.2%	3	1.6%	0	0.0%
	Entered GED Program*	10	5.5%	4	2.2%	5	2.7%
	Total Noncompleters	14	7.6%	7	3.8%	5	2.7%

*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		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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

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%	1	#
Latin	0	0%	5	100%	21	100%
Spanish	0	0%	37	78%	33	88%

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%	1	#
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%	2	#
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	2	#
Global Studies	1	#	3	#	2	#
U.S. Hist & Gov't	2	#	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	67%	0	0%	4	#
Science	9	67%	0	0%	2	#
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	2	#
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	3	#	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	41	42	47	2	0	3
Number Scoring 55–100	39	40	43	#	0	#
Number Scoring 65–100	34	35	42	#	0	#
Number Scoring 85–100	13	22	20	#	0	#
Percentage of Tested Scoring 55–100	95%	95%	91%	#	0%	#
Percentage of Tested Scoring 65–100	83%	83%	89%	#	0%	#
Percentage of Tested Scoring 85–100	32%	52%	43%	#	0%	#
Mathematics A						
Number Tested	10	14	49	0	1	0
Number Scoring 55–100	3	2	43	0	#	0
Number Scoring 65–100	0	2	38	0	#	0
Number Scoring 85–100	0	0	16	0	#	0
Percentage of Tested Scoring 55–100	30%	14%	88%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	14%	78%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	0%	33%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	3	1	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 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	49	44	49	0	1	0
Number Scoring 55–100	48	40	48	0	#	0
Number Scoring 65–100	47	36	37	0	#	0
Number Scoring 85–100	20	13	8	0	#	0
Percentage of Tested Scoring 55–100	98%	91%	98%	0%	#	0%
Percentage of Tested Scoring 65–100	96%	82%	76%	0%	#	0%
Percentage of Tested Scoring 85–100	41%	30%	16%	0%	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	37	41	57	0	0	2
Number Scoring 55–100	35	37	56	0	0	#
Number Scoring 65–100	33	31	49	0	0	#
Number Scoring 85–100	13	10	23	0	0	#
Percentage of Tested Scoring 55–100	95%	90%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	89%	76%	86%	0%	0%	#
Percentage of Tested Scoring 85–100	35%	24%	40%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	43	40	80	1	1	2
Number Scoring 55–100	43	39	76	#	#	#
Number Scoring 65–100	41	38	75	#	#	#
Number Scoring 85–100	11	15	17	#	#	#
Percentage of Tested Scoring 55–100	100%	97%	95%	#	#	#
Percentage of Tested Scoring 65–100	95%	95%	94%	#	#	#
Percentage of Tested Scoring 85–100	26%	38%	21%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	48	36	26	3	0	1
Number Scoring 55–100	41	31	25	#	0	#
Number Scoring 65–100	37	27	24	#	0	#
Number Scoring 85–100	15	10	10	#	0	#
Percentage of Tested Scoring 55–100	85%	86%	96%	#	0%	#
Percentage of Tested Scoring 65–100	77%	75%	92%	#	0%	#
Percentage of Tested Scoring 85–100	31%	28%	38%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		27	25		0	0
Number Scoring 55–100		26	25		0	0
Number Scoring 65–100		17	15		0	0
Number Scoring 85–100		0	3		0	0
Percentage of Tested Scoring 55–100		96%	100%		0%	0%
Percentage of Tested Scoring 65–100		63%	60%		0%	0%
Percentage of Tested Scoring 85–100		0%	12%		0%	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	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 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	7	16	15	0	0	0
Number Scoring 55–100	7	16	15	0	0	0
Number Scoring 65–100	6	14	14	0	0	0
Number Scoring 85–100	3	7	7	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	86%	88%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	44%	47%	0%	0%	0%
Comprehensive Latin						
Number Tested	5	12	6	0	0	0
Number Scoring 55–100	5	12	6	0	0	0
Number Scoring 65–100	5	12	6	0	0	0
Number Scoring 85–100	4	11	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	80%	92%	100%	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	32	30	3	1	0	0
Number Scoring 55–100	31	29	#	#	0	0
Number Scoring 65–100	30	29	#	#	0	0
Number Scoring 85–100	13	14	#	#	0	0
Percentage of Tested Scoring 55–100	97%	97%	#	#	0%	0%
Percentage of Tested Scoring 65–100	94%	97%	#	#	0%	0%
Percentage of Tested Scoring 85–100	41%	47%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	16	27	30	0	0	0
Number Scoring 55–100	13	27	24	0	0	0
Number Scoring 65–100	12	25	22	0	0	0
Number Scoring 85–100	7	12	7	0	0	0
Percentage of Tested Scoring 55–100	81%	100%	80%	0%	0%	0%
Percentage of Tested Scoring 65–100	75%	93%	73%	0%	0%	0%
Percentage of Tested Scoring 85–100	44%	44%	23%	0%	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	33	100%	20	95%	31	94%
Students with Disabilities	5	80%	0	0%	1	#

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	61	7%	13%	77%	3%
	Students with Disabilities	13	23%	46%	31%	0%
	All Students	74	9%	19%	69%	3%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	52	0%	13%	73%	13%
	Students with Disabilities	5	0%	80%	20%	0%
	All Students	57	0%	19%	68%	12%

(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	40	40	40	1	1	1	41	41	41
Number Scoring 55–64	#	#	#	#	#	#	0	5	0
Number Scoring 65–84	#	#	#	#	#	#	19	24	27
Number Scoring 85–100	#	#	#	#	#	#	20	12	13
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)