

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	220	208	234
First	251	235	238
Second	236	262	244
Third	249	240	275
Fourth	252	247	240
Fifth	271	249	254
Sixth	279	275	277
Ungraded Elementary	16	8	5
Seventh	323	293	291
Eighth	267	305	304
Ninth	354	292	337
Tenth	317	321	279
Eleventh	249	285	279
Twelfth	227	239	282
Ungraded Secondary	6	7	7
Total K-12 Enrollment	3517	3466	3546

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	38	1.1%	33	1.0%	35	1.0%
Black (Not Hispanic)	29	0.8%	30	0.9%	43	1.2%
Hispanic	30	0.9%	31	0.9%	24	0.7%
White (Not Hispanic)	3420	97.2%	3372	97.3%	3444	97.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	19	20
Common Branch	21	22	22
English Grade 8	21	19	19
Mathematics Grade 8	20	20	20
Science Grade 8	22	22	22
Social Studies Grade 8	22	21	21
English Grade 10	24	22	22
Mathematics Grade 10	23	17	16
Science Grade 10	25	24	23
Social Studies Grade 10	22	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.1%	5	0.1%	6	0.2%
Eligible for Free Lunch	197	5.9%	247	7.5%	198	5.6%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.1%		95.8%		95.4%
Student Suspensions	89	2.6%	121	3.4%	131	3.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.4%	5.0%	5.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	279
Total Other Professional Staff	35
Total Paraprofessionals	106
Teaching Out of Certification*	8

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	203	148	73%	199	148	74%	244	237	97%
Students with Disabilities	16	6	38%	22	8	36%	23	23	100%
All Students	219	154	70%	221	156	71%	267	260	97%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	122	96	0	1	46	2
Percent	46%	36%	0%	0%	17%	1%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
23	23	2	25

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	30		15		19	1.6%
	Entered GED Program*	7		4		5	0.4%
	Total Noncompleters	37		19		24	2.1%
Students with Disabilities	Dropped Out	3		1		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		1		0	0.0%
All Students	Dropped Out	33	2.9%	16	1.4%	19	1.6%
	Entered GED Program*	7	0.6%	4	0.4%	5	0.4%
	Total Noncompleters	40	3.5%	20	1.7%	24	2.0%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	229	0	0
	Number of Students with Disabilities	38	0	0
	Number of All Students	267	0	0
	Percent of Enrollment	31%	0%	0%
9-12	Number of General-Education Students	88	254	233
	Number of Students with Disabilities	161	31	46
	Number of All Students	249	285	279
	Percent of Enrollment	22%	25%	24%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	38		
Completed and Passed Regents Exams	37	97%	77%
Completed and had Course Average of 75% or More	33	87%	81%
Completed and Attained a HS Diploma or Equivalent	38	100%	96%
Completed and Whose Status is Known	34		
Completed and Were Successfully Placed	34	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	.	30%
Underrepresented Gender Members Who Completed	0	.	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	85	81%
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%	188	72%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	100%	0	0%	22	82%
Science	5	80%	0	0%	10	70%
Reading	0	0%	0	0%	13	92%
Writing	1	#	0	0%	14	93%
Global Studies	9	78%	0	0%	27	37%
U.S. Hist & Gov't	0	0%	0	0%	11	55%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	10	100%	0	0%	0	0%
Writing	9	89%	0	0%	0	0%
Global Studies	7	100%	0	0%	4	#
U.S. Hist & Gov't	8	100%	0	0%	7	29%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	245	0	302	26	0	4
Number Scoring 55-100	233	0	287	19	0	#
Number Scoring 65-100	215	0	265	15	0	#
Number Scoring 85-100	97	0	130	0	0	#
Percentage of Tested Scoring 55-100	95%	0%	95%	73%	0%	#
Percentage of Tested Scoring 65-100	88%	0%	88%	58%	0%	#
Percentage of Tested Scoring 85-100	40%	0%	43%	0%	0%	#
Mathematics A						
Number Tested	266	142	283	10	2	1
Number Scoring 55-100	204	104	269	7	#	#
Number Scoring 65-100	170	79	251	5	#	#
Number Scoring 85-100	76	9	95	0	#	#
Percentage of Tested Scoring 55-100	77%	73%	95%	70%	#	#
Percentage of Tested Scoring 65-100	64%	56%	89%	50%	#	#
Percentage of Tested Scoring 85-100	29%	6%	34%	0%	#	#
Mathematics B						
Number Tested	0	1	139	0	1	0
Number Scoring 55-100	0	#	120	0	#	0
Number Scoring 65-100	0	#	103	0	#	0
Number Scoring 85-100	0	#	43	0	#	0
Percentage of Tested Scoring 55-100	0%	#	86%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	#	74%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	#	31%	0%	#	0%
Global History and Geography						
Number Tested	293	303	297	5	3	1
Number Scoring 55-100	265	266	252	3	#	#
Number Scoring 65-100	227	241	234	1	#	#
Number Scoring 85-100	60	78	96	0	#	#
Percentage of Tested Scoring 55-100	90%	88%	85%	60%	#	#
Percentage of Tested Scoring 65-100	77%	80%	79%	20%	#	#
Percentage of Tested Scoring 85-100	20%	26%	32%	0%	#	#
U.S. History and Government						
Number Tested	237	2	299	22	1	2
Number Scoring 55-100	232	#	273	18	#	#
Number Scoring 65-100	215	#	257	14	#	#
Number Scoring 85-100	72	#	145	0	#	#
Percentage of Tested Scoring 55-100	98%	#	91%	82%	#	#
Percentage of Tested Scoring 65-100	91%	#	86%	64%	#	#
Percentage of Tested Scoring 85-100	30%	#	48%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	302	0	276	6	0	0
Number Scoring 55-100	296	0	267	5	0	0
Number Scoring 65-100	287	0	251	4	0	0
Number Scoring 85-100	129	0	92	0	0	0
Percentage of Tested Scoring 55-100	98%	0%	97%	83%	0%	0%
Percentage of Tested Scoring 65-100	95%	0%	91%	67%	0%	0%
Percentage of Tested Scoring 85-100	43%	0%	33%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	295	199	276	0	0	0
Number Scoring 55-100	283	186	235	0	0	0
Number Scoring 65-100	250	170	200	0	0	0
Number Scoring 85-100	90	69	51	0	0	0
Percentage of Tested Scoring 55-100	96%	93%	85%	0%	0%	0%
Percentage of Tested Scoring 65-100	85%	85%	72%	0%	0%	0%
Percentage of Tested Scoring 85-100	31%	35%	18%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	174	198	199	5	1	0
Number Scoring 55-100	170	195	184	5	#	0
Number Scoring 65-100	136	185	150	4	#	0
Number Scoring 85-100	37	65	37	0	#	0
Percentage of Tested Scoring 55-100	98%	98%	92%	100%	#	0%
Percentage of Tested Scoring 65-100	78%	93%	75%	80%	#	0%
Percentage of Tested Scoring 85-100	21%	33%	19%	0%	#	0%
Physical Setting/Physics						
Number Tested			108			0
Number Scoring 55-100			104			0
Number Scoring 65-100			94			0
Number Scoring 85-100			42			0
Percentage of Tested Scoring 55-100			96%			0%
Percentage of Tested Scoring 65-100			87%			0%
Percentage of Tested Scoring 85-100			39%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	33	0	27	0	0	0
Number Scoring 55-100	31	0	27	0	0	0
Number Scoring 65-100	27	0	27	0	0	0
Number Scoring 85-100	15	0	19	0	0	0
Percentage of Tested Scoring 55-100	94%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	82%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	45%	0%	70%	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	94	0	85	2	0	0
Number Scoring 55-100	93	0	80	#	0	0
Number Scoring 65-100	91	0	78	#	0	0
Number Scoring 85-100	37	0	39	#	0	0
Percentage of Tested Scoring 55-100	99%	0%	94%	#	0%	0%
Percentage of Tested Scoring 65-100	97%	0%	92%	#	0%	0%
Percentage of Tested Scoring 85-100	39%	0%	46%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	173	3	1	1	0	0
Number Scoring 55-100	158	#	#	#	0	0
Number Scoring 65-100	139	#	#	#	0	0
Number Scoring 85-100	69	#	#	#	0	0
Percentage of Tested Scoring 55-100	91%	#	#	#	0%	0%
Percentage of Tested Scoring 65-100	80%	#	#	#	0%	0%
Percentage of Tested Scoring 85-100	40%	#	#	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	217	100%	0	0%	129	87%
Students with Disabilities	7	100%	0	0%	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	219	2%	2%	43%	53%
	Students with Disabilities	35	9%	9%	57%	26%
	All Students	254	3%	3%	45%	49%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	232	0%	31%	51%	18%
	Students with Disabilities	50	8%	74%	18%	0%
	All Students	282	1%	38%	45%	15%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	251	251	251	26	26	26	277	277	277
Number Scoring 55–64	9	5	8	9	3	4	18	8	12
Number Scoring 65–84	164	92	96	9	13	21	173	105	117
Number Scoring 85–100	63	130	143	0	0	1	63	130	144
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)