

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-05-03-0015
 Name: Division Avenue Senior High School
 Principal: Harry L. Chertok

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	0	0	0
Eighth	0	0	0
Ninth	233	239	240
Tenth	221	236	243
Eleventh	244	211	226
Twelfth	206	233	209
Ungraded Secondary	54	56	62
Total K-12 Enrollment	958	975	980

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	13	1.4%	21	2.2%	38	3.9%
Black (Not Hispanic)	2	0.2%	2	0.2%	0	0.0%
Hispanic	34	3.5%	21	2.2%	25	2.6%
White (Not Hispanic)	909	94.9%	931	95.5%	917	93.6%

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	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	20	22
Mathematics Grade 10	19	15	18
Science Grade 10	20	20	22
Social Studies Grade 10	23	20	24

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	35	3.6%	47	4.8%	18	1.8%

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		94.7%		94.4%		93.8%
Student Suspensions	98	10.1%	132	13.8%	103	10.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.5%	4.4%	0.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	99%	99%

Staff Counts

Staff	2002–2003
Total Teachers	70
Total Other Professional Staff	21
Total Paraprofessionals	NA
Teaching Out of Certification*	7
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	187	135	72%	208	170	82%	191	148	77%
Students with Disabilities	22	2	9%	15	0	0%	11	1	9%
All Students	209	137	66%	223	170	76%	202	149	74%

*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	109	67	5	1	10	10
Percent	54%	33%	2%	0%	5%	5%

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)
11	1	4	15

*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			0		1	
	Entered GED Program*			0		1	
	Total Noncompleters			0		2	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	3	0.3%	0	0.0%	1	0.1%
	Entered GED Program*	19	2.0%	0	0.0%	1	0.1%
	Total Noncompleters	22	2.3%	0	0.0%	2	0.2%

*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		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%	1	#
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%	2	#

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	#	10	90%
Science	0	0%	0	0%	7	43%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	4	#
U.S. Hist & Gov't	5	100%	2	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	91%	0	0%	2	#
Science	16	69%	0	0%	1	#
Reading	5	100%	3	#	0	0%
Writing	6	83%	4	#	0	0%
Global Studies	13	100%	1	#	3	#
U.S. Hist & Gov't	22	64%	3	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	248	189	230	12	2	2
Number Scoring 55–100	246	180	223	10	#	#
Number Scoring 65–100	240	164	207	8	#	#
Number Scoring 85–100	107	90	95	0	#	#
Percentage of Tested Scoring 55–100	99%	95%	97%	83%	#	#
Percentage of Tested Scoring 65–100	97%	87%	90%	67%	#	#
Percentage of Tested Scoring 85–100	43%	48%	41%	0%	#	#
Mathematics A						
Number Tested	0	0	267	0	0	7
Number Scoring 55–100	0	0	255	0	0	7
Number Scoring 65–100	0	0	242	0	0	7
Number Scoring 85–100	0	0	135	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	100%
Percentage of Tested Scoring 65–100	0%	0%	91%	0%	0%	100%
Percentage of Tested Scoring 85–100	0%	0%	51%	0%	0%	14%
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	232	196	251	22	2	2
Number Scoring 55–100	229	180	231	22	#	#
Number Scoring 65–100	215	158	217	19	#	#
Number Scoring 85–100	127	36	92	2	#	#
Percentage of Tested Scoring 55–100	99%	92%	92%	100%	#	#
Percentage of Tested Scoring 65–100	93%	81%	86%	86%	#	#
Percentage of Tested Scoring 85–100	55%	18%	37%	9%	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	231	240	214	18	4	2
Number Scoring 55–100	223	225	212	15	#	#
Number Scoring 65–100	207	213	203	13	#	#
Number Scoring 85–100	104	104	87	3	#	#
Percentage of Tested Scoring 55–100	97%	94%	99%	83%	#	#
Percentage of Tested Scoring 65–100	90%	89%	95%	72%	#	#
Percentage of Tested Scoring 85–100	45%	43%	41%	17%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	231	154	241	26	7	7
Number Scoring 55–100	230	148	240	26	7	7
Number Scoring 65–100	223	146	230	26	5	6
Number Scoring 85–100	58	33	75	1	1	0
Percentage of Tested Scoring 55–100	100%	96%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	97%	95%	95%	100%	71%	86%
Percentage of Tested Scoring 85–100	25%	21%	31%	4%	14%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	166	45	216	17	1	4
Number Scoring 55–100	151	38	183	13	#	#
Number Scoring 65–100	142	33	165	10	#	#
Number Scoring 85–100	33	3	35	2	#	#
Percentage of Tested Scoring 55–100	91%	84%	85%	76%	#	#
Percentage of Tested Scoring 65–100	86%	73%	76%	59%	#	#
Percentage of Tested Scoring 85–100	20%	7%	16%	12%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		85	148		1	0
Number Scoring 55–100		76	141		#	0
Number Scoring 65–100		57	118		#	0
Number Scoring 85–100		2	20		#	0
Percentage of Tested Scoring 55–100		89%	95%		#	0%
Percentage of Tested Scoring 65–100		67%	80%		#	0%
Percentage of Tested Scoring 85–100		2%	14%		#	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	17	14	22	0	0	0
Number Scoring 55–100	17	14	22	0	0	0
Number Scoring 65–100	17	13	21	0	0	0
Number Scoring 85–100	4	8	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	93%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	24%	57%	41%	0%	0%	0%
Comprehensive Italian						
Number Tested	32	33	37	2	0	0
Number Scoring 55–100	32	32	35	#	0	0
Number Scoring 65–100	31	29	34	#	0	0
Number Scoring 85–100	12	5	18	#	0	0
Percentage of Tested Scoring 55–100	100%	97%	95%	#	0%	0%
Percentage of Tested Scoring 65–100	97%	88%	92%	#	0%	0%
Percentage of Tested Scoring 85–100	38%	15%	49%	#	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	149	147	161	9	1	0
Number Scoring 55–100	147	145	157	9	#	0
Number Scoring 65–100	138	138	153	8	#	0
Number Scoring 85–100	84	67	77	2	#	0
Percentage of Tested Scoring 55–100	99%	99%	98%	100%	#	0%
Percentage of Tested Scoring 65–100	93%	94%	95%	89%	#	0%
Percentage of Tested Scoring 85–100	56%	46%	48%	22%	#	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	265	201	1	19	0	0
Number Scoring 55–100	241	180	#	14	0	0
Number Scoring 65–100	230	163	#	13	0	0
Number Scoring 85–100	119	55	#	5	0	0
Percentage of Tested Scoring 55–100	91%	90%	#	74%	0%	0%
Percentage of Tested Scoring 65–100	87%	81%	#	68%	0%	0%
Percentage of Tested Scoring 85–100	45%	27%	#	26%	0%	0%
Sequential Mathematics, Course III						
Number Tested	220	187	201	7	1	0
Number Scoring 55–100	180	172	180	3	#	0
Number Scoring 65–100	163	164	169	3	#	0
Number Scoring 85–100	58	86	62	1	#	0
Percentage of Tested Scoring 55–100	82%	92%	90%	43%	#	0%
Percentage of Tested Scoring 65–100	74%	88%	84%	43%	#	0%
Percentage of Tested Scoring 85–100	26%	46%	31%	14%	#	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	12	100%	2	#	15	67%
Students with Disabilities	16	100%	4	#	4	#

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	218	218	218	14	14	14	232	232	232
Number Scoring 55–64	4	12	7	2	0	0	6	12	7
Number Scoring 65–84	93	97	118	8	4	10	101	101	128
Number Scoring 85–100	77	74	76	0	0	0	77	74	76
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)