

New York State School Report Card Comprehensive Information Report

BEDS Code: 08-01-01-04-0003
 Name: Afton Middle School High School
 Principal: David Glover

Grade Range : 6-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	59	60	55
Ungraded Elementary	0	3	0
Seventh	61	60	60
Eighth	68	58	54
Ninth	55	68	60
Tenth	58	45	63
Eleventh	42	45	40
Twelfth	34	52	46
Ungraded Secondary	0	3	0
Total K-12 Enrollment	377	394	378

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.5%	4	1.0%	1	0.3%
Black (Not Hispanic)	1	0.3%	1	0.3%	1	0.3%
Hispanic	2	0.5%	2	0.5%	3	0.8%
White (Not Hispanic)	372	98.7%	387	98.2%	373	98.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	19	17
Mathematics Grade 8	21	19	18
Science Grade 8	0	20	18
Social Studies Grade 8	21	19	19
English Grade 10	18	23	19
Mathematics Grade 10	14	14	13
Science Grade 10	18	12	18
Social Studies Grade 10	0	0	20

(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
47	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 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	1	0.3%
Eligible for Free Lunch	110	29.2%	93	23.6%	109	28.8%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.4%		93.2%		93.8%
Student Suspensions	64	17.1%	62	16.5%	45	11.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	18.0%	18.8%	17.7%
Public Assistance	21-30%	21-30%	31-40%
Student Stability	97%	94%	96%

Staff Counts

Staff	2004-05
Total Teachers	35
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	6

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	32	37	40
	Regents Diplomas	17	16	40
	% Regents Diplomas	53%	43%	100%
	Regents Diplomas with Advanced Designation**			9
	% Regents Diplomas with Advanced Designation			23%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	2	6	0
	Regents Diplomas	0	2	0
	% Regents Diplomas	0%	33%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	8	6
All Students	Total Graduates*	34	43	40
	Regents Diplomas	17	18	40
	% Regents Diplomas	50%	42%	100%
	Regents Diplomas with Advanced Designation**			9
	% Regents Diplomas with Advanced Designation			23%
	IEP Diplomas or Local Certificates	2	8	6

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	17	20	2	0	1	0	0	0
	Percent	42%	50%	5%	0%	3%	0%	0%	0%
Students with Disabilities	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	17	20	2	0	1	0	0	0
	Percent	42%	50%	5%	0%	3%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	5		3	1.5%	3	1.4%
	Entered GED Program*	0		2	1.0%	4	1.9%
	Total Noncompleters	5		5	2.5%	7	3.3%
Students with Disabilities	Dropped Out	1		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	0	0.0%
All Students	Dropped Out	6	3.2%	3	1.3%	3	1.3%
	Entered GED Program*	0	0.0%	2	0.9%	4	1.7%
	Total Noncompleters	6	3.2%	5	2.2%	7	3.0%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	166	154	144
	Number of Students with Disabilities	22	30	25
	Number of All Students	188	184	169
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	168	186	178
	Number of Students with Disabilities	21	24	31
	Number of All Students	189	210	209
	Percent of Enrollment	100%	99%	100%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	2	#
Science	0	0%	0	0%	2	#
Reading	1	#	2	#	0	0%
Writing	1	#	2	#	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	40	48	40	5	0	1
Number Scoring 55-100	36	43	40	2	0	#
Number Scoring 65-100	33	37	28	2	0	#
Number Scoring 85-100	12	14	9	0	0	#
Percentage of Tested Scoring 55-100	90%	90%	100%	40%	0%	#
Percentage of Tested Scoring 65-100	82%	77%	70%	40%	0%	#
Percentage of Tested Scoring 85-100	30%	29%	23%	0%	0%	#
Mathematics A						
Number Tested	53	46	52	2	1	0
Number Scoring 55-100	48	46	51	#	#	0
Number Scoring 65-100	43	43	49	#	#	0
Number Scoring 85-100	10	13	16	#	#	0
Percentage of Tested Scoring 55-100	91%	100%	98%	#	#	0%
Percentage of Tested Scoring 65-100	81%	93%	94%	#	#	0%
Percentage of Tested Scoring 85-100	19%	28%	31%	#	#	0%
Mathematics B						
Number Tested	25	27	30	1	0	1
Number Scoring 55-100	17	12	17	#	0	#
Number Scoring 65-100	8	7	11	#	0	#
Number Scoring 85-100	1	1	3	#	0	#
Percentage of Tested Scoring 55-100	68%	44%	57%	#	0%	#
Percentage of Tested Scoring 65-100	32%	26%	37%	#	0%	#
Percentage of Tested Scoring 85-100	4%	4%	10%	#	0%	#
Global History and Geography						
Number Tested	50	42	60	1	1	3
Number Scoring 55-100	49	41	55	#	#	#
Number Scoring 65-100	47	36	50	#	#	#
Number Scoring 85-100	22	11	15	#	#	#
Percentage of Tested Scoring 55-100	98%	98%	92%	#	#	#
Percentage of Tested Scoring 65-100	94%	86%	83%	#	#	#
Percentage of Tested Scoring 85-100	44%	26%	25%	#	#	#
U.S. History and Government						
Number Tested	42	48	45	5	2	1
Number Scoring 55-100	39	43	41	2	#	#
Number Scoring 65-100	36	36	36	2	#	#
Number Scoring 85-100	14	14	14	1	#	#
Percentage of Tested Scoring 55-100	93%	90%	91%	40%	#	#
Percentage of Tested Scoring 65-100	86%	75%	80%	40%	#	#
Percentage of Tested Scoring 85-100	33%	29%	31%	20%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	55	52	52	1	2	3
Number Scoring 55-100	54	50	49	#	#	#
Number Scoring 65-100	51	47	45	#	#	#
Number Scoring 85-100	20	5	10	#	#	#
Percentage of Tested Scoring 55-100	98%	96%	94%	#	#	#
Percentage of Tested Scoring 65-100	93%	90%	87%	#	#	#
Percentage of Tested Scoring 85-100	36%	10%	19%	#	#	#
Physical Setting/Earth Science						
Number Tested	44	36	50	4	0	2
Number Scoring 55-100	38	29	46	#	0	#
Number Scoring 65-100	34	22	38	#	0	#
Number Scoring 85-100	10	7	12	#	0	#
Percentage of Tested Scoring 55-100	86%	81%	92%	#	0%	#
Percentage of Tested Scoring 65-100	77%	61%	76%	#	0%	#
Percentage of Tested Scoring 85-100	23%	19%	24%	#	0%	#
Physical Setting/Chemistry						
Number Tested	31	12	13	1	0	0
Number Scoring 55-100	30	11	12	#	0	0
Number Scoring 65-100	21	9	8	#	0	0
Number Scoring 85-100	1	1	3	#	0	0
Percentage of Tested Scoring 55-100	97%	92%	92%	#	0%	0%
Percentage of Tested Scoring 65-100	68%	75%	62%	#	0%	0%
Percentage of Tested Scoring 85-100	3%	8%	23%	#	0%	0%
Physical Setting/Physics						
Number Tested		9	6		0	0
Number Scoring 55-100		9	5		0	0
Number Scoring 65-100		9	4		0	0
Number Scoring 85-100		4	2		0	0
Percentage of Tested Scoring 55-100		100%	83%		0%	0%
Percentage of Tested Scoring 65-100		100%	67%		0%	0%
Percentage of Tested Scoring 85-100		44%	33%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	20	17	13	1	0	0
Number Scoring 55-100	19	16	13	#	0	0
Number Scoring 65-100	17	15	12	#	0	0
Number Scoring 85-100	5	6	7	#	0	0
Percentage of Tested Scoring 55-100	95%	94%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	85%	88%	92%	#	0%	0%
Percentage of Tested Scoring 85-100	25%	35%	54%	#	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	18	15	22	0	0	0
Number Scoring 55-100	18	14	22	0	0	0
Number Scoring 65-100	17	13	21	0	0	0
Number Scoring 85-100	9	5	5	0	0	0
Percentage of Tested Scoring 55-100	100%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	87%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	33%	23%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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 2005	General-Education Students	52	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	56	2%	43%	48%	7%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	47	47	47	5	5	5	52	52	52
Number Scoring 55–64	1	5	1	0	0	0	1	5	1
Number Scoring 65–84	23	22	19	2	1	2	25	23	21
Number Scoring 85–100	20	15	22	0	1	0	20	16	22
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)