

New York State School Report Card Comprehensive Information Report

BEDS Code: 09-02-01-04-0002
 Name: Ausable Valley High School
 Principal: Charles Chafee

Grade Range : 9-12

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	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	128	128	119
Tenth	108	109	105
Eleventh	108	96	104
Twelfth	121	128	106
Ungraded Secondary	0	0	0
Total K-12 Enrollment	465	461	434

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	0.4%	5	1.1%	4	0.9%
Black (Not Hispanic)	5	1.1%	5	1.1%	5	1.2%
Hispanic	2	0.4%	4	0.9%	3	0.7%
White (Not Hispanic)	456	98.1%	447	97.0%	422	97.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	11	12	0
Mathematics Grade 8	16	14	17
Science Grade 8	0	12	16
Social Studies Grade 8	12	12	0
English Grade 10	19	9	15
Mathematics Grade 10	16	19	15
Science Grade 10	11	12	0
Social Studies Grade 10	19	18	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	54	11.6%	51	11.1%	45	10.4%

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		92.4%		91.9%		93.1%
Student Suspensions	45	6.3%	38	8.2%	53	11.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	7.5%	8.2%	7.8%
Public Assistance	41-50%	31-40%	31-40%
Student Stability	96%	95%	92%

Staff Counts

Staff	2004-05
Total Teachers	44
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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*	85	96	80
	Regents Diplomas	43	44	63
	% Regents Diplomas	51%	46%	79%
	Regents Diplomas with Advanced Designation**			24
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	10	6	7
	Regents Diplomas	0	1	0
	% Regents Diplomas	0%	17%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	8	12	6
All Students	Total Graduates*	95	102	87
	Regents Diplomas	43	45	63
	% Regents Diplomas	45%	44%	72%
	Regents Diplomas with Advanced Designation**			24
	% Regents Diplomas with Advanced Designation			28%
	IEP Diplomas or Local Certificates	8	12	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	44	20	0	1	11	0	0	4
	Percent	55%	25%	0%	1%	14%	0%	0%	5%
Students with Disabilities	Number	0	3	0	1	3	0	0	0
	Percent	0%	43%	0%	14%	43%	0%	0%	0%
All Students	Number	44	23	0	2	14	0	0	4
	Percent	51%	26%	0%	2%	16%	0%	0%	5%

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	14		16	4.1%	18	5.1%
	Entered GED Program*	3		4	1.0%	1	0.3%
	Total Noncompleters	17		20	5.1%	19	5.4%
Students with Disabilities	Dropped Out	5		4	5.6%	5	6.8%
	Entered GED Program*	2		0	0.0%	2	2.7%
	Total Noncompleters	7		4	5.6%	7	9.5%
All Students	Dropped Out	19	4.1%	20	4.3%	23	5.4%
	Entered GED Program*	5	1.1%	4	0.9%	3	0.7%
	Total Noncompleters	24	5.2%	24	5.2%	26	6.1%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	400	396	360
	Number of Students with Disabilities	65	65	74
	Number of All Students	465	461	434
	Percent of Enrollment	100%	100%	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	32	84%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	40	100%	0	0%	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	5	80%	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	4	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	80%	14	29%	2	#
Science	12	75%	15	47%	6	67%
Reading	21	57%	20	40%	3	#
Writing	24	63%	16	88%	3	#
Global Studies	4	#	5	20%	5	60%
U.S. Hist & Gov't	13	8%	9	33%	11	18%

(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	156	120	106	7	4	20
Number Scoring 55-100	146	115	95	4	#	13
Number Scoring 65-100	132	101	78	3	#	9
Number Scoring 85-100	41	30	20	0	#	0
Percentage of Tested Scoring 55-100	94%	96%	90%	57%	#	65%
Percentage of Tested Scoring 65-100	85%	84%	74%	43%	#	45%
Percentage of Tested Scoring 85-100	26%	25%	19%	0%	#	0%
Mathematics A						
Number Tested	100	117	83	4	9	6
Number Scoring 55-100	88	116	82	#	8	6
Number Scoring 65-100	76	107	76	#	7	4
Number Scoring 85-100	19	27	14	#	0	0
Percentage of Tested Scoring 55-100	88%	99%	99%	#	89%	100%
Percentage of Tested Scoring 65-100	76%	91%	92%	#	78%	67%
Percentage of Tested Scoring 85-100	19%	23%	17%	#	0%	0%
Mathematics B						
Number Tested	0	37	80	0	0	1
Number Scoring 55-100	0	32	32	0	0	#
Number Scoring 65-100	0	22	17	0	0	#
Number Scoring 85-100	0	4	2	0	0	#
Percentage of Tested Scoring 55-100	0%	86%	40%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	59%	21%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	11%	3%	0%	0%	#
Global History and Geography						
Number Tested	113	119	111	4	10	13
Number Scoring 55-100	106	103	99	#	5	7
Number Scoring 65-100	92	85	76	#	3	3
Number Scoring 85-100	24	27	29	#	0	2
Percentage of Tested Scoring 55-100	94%	87%	89%	#	50%	54%
Percentage of Tested Scoring 65-100	81%	71%	68%	#	30%	23%
Percentage of Tested Scoring 85-100	21%	23%	26%	#	0%	15%
U.S. History and Government						
Number Tested	116	88	105	8	7	10
Number Scoring 55-100	113	77	95	7	3	6
Number Scoring 65-100	102	73	82	6	3	5
Number Scoring 85-100	40	31	27	2	0	0
Percentage of Tested Scoring 55-100	97%	88%	90%	88%	43%	60%
Percentage of Tested Scoring 65-100	88%	83%	78%	75%	43%	50%
Percentage of Tested Scoring 85-100	34%	35%	26%	25%	0%	0%

(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	95	106	84	6	8	6
Number Scoring 55-100	94	104	84	5	7	6
Number Scoring 65-100	87	96	73	1	4	4
Number Scoring 85-100	18	18	20	0	0	3
Percentage of Tested Scoring 55-100	99%	98%	100%	83%	88%	100%
Percentage of Tested Scoring 65-100	92%	91%	87%	17%	50%	67%
Percentage of Tested Scoring 85-100	19%	17%	24%	0%	0%	50%
Physical Setting/Earth Science						
Number Tested	114	78	78	7	6	12
Number Scoring 55-100	99	71	73	4	4	9
Number Scoring 65-100	85	55	60	4	3	6
Number Scoring 85-100	16	9	17	0	2	2
Percentage of Tested Scoring 55-100	87%	91%	94%	57%	67%	75%
Percentage of Tested Scoring 65-100	75%	71%	77%	57%	50%	50%
Percentage of Tested Scoring 85-100	14%	12%	22%	0%	33%	17%
Physical Setting/Chemistry						
Number Tested	76	61	71	1	0	1
Number Scoring 55-100	64	56	57	#	0	#
Number Scoring 65-100	46	43	33	#	0	#
Number Scoring 85-100	5	6	6	#	0	#
Percentage of Tested Scoring 55-100	84%	92%	80%	#	0%	#
Percentage of Tested Scoring 65-100	61%	70%	46%	#	0%	#
Percentage of Tested Scoring 85-100	7%	10%	8%	#	0%	#
Physical Setting/Physics						
Number Tested		13	8		0	0
Number Scoring 55-100		13	8		0	0
Number Scoring 65-100		12	5		0	0
Number Scoring 85-100		1	2		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		92%	62%		0%	0%
Percentage of Tested Scoring 85-100		8%	25%		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	22	18	0	0	0
Number Scoring 55-100	19	22	18	0	0	0
Number Scoring 65-100	18	22	15	0	0	0
Number Scoring 85-100	4	8	6	0	0	0
Percentage of Tested Scoring 55-100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	100%	83%	0%	0%	0%
Percentage of Tested Scoring 85-100	20%	36%	33%	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	37	29	24	0	0	0
Number Scoring 55-100	36	28	23	0	0	0
Number Scoring 65-100	35	28	22	0	0	0
Number Scoring 85-100	12	9	5	0	0	0
Percentage of Tested Scoring 55-100	97%	97%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	97%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	32%	31%	21%	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)

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	85	85	85	21	21	21	106	106	106
Number Scoring 55–64	6	4	0	2	0	3	8	4	3
Number Scoring 65–84	49	41	55	3	4	1	52	45	56
Number Scoring 85–100	22	29	26	0	0	0	22	29	26
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)