

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-21-01-04-0002
 Name: Akron High School
 Principal: Joseph Lucenti

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	142	128	169
Tenth	139	135	133
Eleventh	114	120	127
Twelfth	97	114	116
Ungraded Secondary	0	0	0
Total K-12 Enrollment	492	497	545

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	31	6.3%	35	7.0%	43	7.9%
Black (Not Hispanic)	3	0.6%	3	0.6%	3	0.6%
Hispanic	1	0.2%	0	0.0%	1	0.2%
White (Not Hispanic)	457	92.9%	459	92.4%	498	91.4%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	16	18	17
Mathematics Grade 10	16	18	17
Science Grade 10	18	18	14
Social Studies Grade 10	16	19	19

(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
50	All schools in this group are secondary level schools in school districts with average 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.2%	1	0.2%
Eligible for Free Lunch	33	6.7%	105	21.1%	65	11.9%

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		96.3%		96.9%		95.1%
Student Suspensions	39	4.3%	12	2.4%	17	3.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.7%	17.9%	9.9%
Public Assistance	11-20%	1-10%	11-20%
Student Stability	98%	100%	100%

Staff Counts

Staff	2004-05
Total Teachers	44
Total Other Professional Staff	5
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*	81	92	88
	Regents Diplomas	69	78	84
	% Regents Diplomas	85%	85%	95%
	Regents Diplomas with Advanced Designation**			52
	% Regents Diplomas with Advanced Designation			59%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	11	13	18
	Regents Diplomas	2	4	5
	% Regents Diplomas	18%	31%	28%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	1	2
All Students	Total Graduates*	92	105	106
	Regents Diplomas	71	82	89
	% Regents Diplomas	77%	78%	84%
	Regents Diplomas with Advanced Designation**			52
	% Regents Diplomas with Advanced Designation			49%
	IEP Diplomas or Local Certificates	2	1	2

* 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	39	34	1	0	13	0	0	1
	Percent	44%	39%	1%	0%	15%	0%	0%	1%
Students with Disabilities	Number	0	8	0	0	5	0	2	3
	Percent	0%	44%	0%	0%	28%	0%	11%	17%
All Students	Number	39	42	1	0	18	0	2	4
	Percent	37%	40%	1%	0%	17%	0%	2%	4%

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	1		2	0.5%	3	0.7%
	Entered GED Program*	12		5	1.2%	6	1.3%
	Total Noncompleters	13		7	1.7%	9	2.0%
Students with Disabilities	Dropped Out	0		1	1.5%	0	0.0%
	Entered GED Program*	0		3	4.4%	0	0.0%
	Total Noncompleters	0		4	5.9%	0	0.0%
All Students	Dropped Out	1	0.2%	3	0.6%	3	0.6%
	Entered GED Program*	12	2.4%	8	1.7%	6	1.1%
	Total Noncompleters	13	2.6%	11	2.3%	9	1.7%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	28	96%	4	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	65	100%	10	90%	9	100%

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%	3	#	5	100%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	2	#	1	#	4	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	80%	16	94%	3	#
Science	4	#	4	#	2	#
Reading	11	91%	6	83%	3	#
Writing	4	#	10	100%	9	78%
Global Studies	18	67%	8	75%	17	59%
U.S. Hist & Gov't	1	#	6	50%	8	50%

(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	113	121	138	14	11	20
Number Scoring 55-100	112	117	123	13	9	8
Number Scoring 65-100	104	112	118	12	8	5
Number Scoring 85-100	46	63	51	0	2	0
Percentage of Tested Scoring 55-100	99%	97%	89%	93%	82%	40%
Percentage of Tested Scoring 65-100	92%	93%	86%	86%	73%	25%
Percentage of Tested Scoring 85-100	41%	52%	37%	0%	18%	0%
Mathematics A						
Number Tested	107	116	114	13	19	19
Number Scoring 55-100	103	114	107	10	18	12
Number Scoring 65-100	100	111	105	8	15	10
Number Scoring 85-100	58	75	78	0	1	3
Percentage of Tested Scoring 55-100	96%	98%	94%	77%	95%	63%
Percentage of Tested Scoring 65-100	93%	96%	92%	62%	79%	53%
Percentage of Tested Scoring 85-100	54%	65%	68%	0%	5%	16%
Mathematics B						
Number Tested	0	78	93	0	1	1
Number Scoring 55-100	0	63	72	0	#	#
Number Scoring 65-100	0	54	61	0	#	#
Number Scoring 85-100	0	17	17	0	#	#
Percentage of Tested Scoring 55-100	0%	81%	77%	0%	#	#
Percentage of Tested Scoring 65-100	0%	69%	66%	0%	#	#
Percentage of Tested Scoring 85-100	0%	22%	18%	0%	#	#
Global History and Geography						
Number Tested	120	145	142	20	13	22
Number Scoring 55-100	108	135	129	10	11	16
Number Scoring 65-100	98	122	112	7	6	9
Number Scoring 85-100	41	41	44	1	0	0
Percentage of Tested Scoring 55-100	90%	93%	91%	50%	85%	73%
Percentage of Tested Scoring 65-100	82%	84%	79%	35%	46%	41%
Percentage of Tested Scoring 85-100	34%	28%	31%	5%	0%	0%
U.S. History and Government						
Number Tested	107	107	133	14	14	14
Number Scoring 55-100	106	107	125	13	14	9
Number Scoring 65-100	103	100	120	11	10	8
Number Scoring 85-100	62	57	80	3	1	2
Percentage of Tested Scoring 55-100	99%	100%	94%	93%	100%	64%
Percentage of Tested Scoring 65-100	96%	93%	90%	79%	71%	57%
Percentage of Tested Scoring 85-100	58%	53%	60%	21%	7%	14%

(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	107	124	114	19	12	12
Number Scoring 55-100	98	122	108	11	11	10
Number Scoring 65-100	97	121	106	11	11	9
Number Scoring 85-100	33	35	50	0	0	2
Percentage of Tested Scoring 55-100	92%	98%	95%	58%	92%	83%
Percentage of Tested Scoring 65-100	91%	98%	93%	58%	92%	75%
Percentage of Tested Scoring 85-100	31%	28%	44%	0%	0%	17%
Physical Setting/Earth Science						
Number Tested	138	113	148	16	20	29
Number Scoring 55-100	128	91	131	14	15	23
Number Scoring 65-100	116	76	99	10	9	12
Number Scoring 85-100	49	19	24	3	1	1
Percentage of Tested Scoring 55-100	93%	81%	89%	88%	75%	79%
Percentage of Tested Scoring 65-100	84%	67%	67%	62%	45%	41%
Percentage of Tested Scoring 85-100	36%	17%	16%	19%	5%	3%
Physical Setting/Chemistry						
Number Tested	79	62	81	0	1	1
Number Scoring 55-100	78	60	77	0	#	#
Number Scoring 65-100	74	58	69	0	#	#
Number Scoring 85-100	23	14	11	0	#	#
Percentage of Tested Scoring 55-100	99%	97%	95%	0%	#	#
Percentage of Tested Scoring 65-100	94%	94%	85%	0%	#	#
Percentage of Tested Scoring 85-100	29%	23%	14%	0%	#	#
Physical Setting/Physics						
Number Tested		17	24		0	0
Number Scoring 55-100		15	23		0	0
Number Scoring 65-100		14	22		0	0
Number Scoring 85-100		2	8		0	0
Percentage of Tested Scoring 55-100		88%	96%		0%	0%
Percentage of Tested Scoring 65-100		82%	92%		0%	0%
Percentage of Tested Scoring 85-100		12%	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	23	24	17	0	0	0
Number Scoring 55-100	23	24	17	0	0	0
Number Scoring 65-100	23	24	17	0	0	0
Number Scoring 85-100	19	19	10	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	83%	79%	59%	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	52	58	48	0	0	0
Number Scoring 55-100	52	57	48	0	0	0
Number Scoring 65-100	52	56	48	0	0	0
Number Scoring 85-100	34	39	39	0	0	0
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	65%	67%	81%	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	91	91	91	19	19	19	110	110	110
Number Scoring 55–64	1	1	0	3	4	3	4	5	3
Number Scoring 65–84	53	30	50	9	8	12	62	38	62
Number Scoring 85–100	37	58	40	0	0	0	37	58	40
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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 - L)