

New York State District Report Card Comprehensive Information Report

BEDS Code: 14-21-01-04-0000
 Name: Akron Central School District
 Superintendent: Ronald G. Decarli

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	18	18	18
Kindergarten	112	124	102
First	114	114	127
Second	151	112	111
Third	119	153	105
Fourth	130	124	156
Fifth	138	136	125
Sixth	140	123	143
Ungraded Elementary	0	0	0
Seventh	169	142	117
Eighth	121	156	146
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	1686	1681	1677

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	141	8.4%	152	9.0%	161	9.6%
Black (Not Hispanic)	13	0.8%	15	0.9%	12	0.7%
Hispanic	6	0.4%	7	0.4%	8	0.5%
White (Not Hispanic)	1526	90.5%	1507	89.6%	1496	89.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	22	25	16
Common Branch	22	23	21
English Grade 8	19	17	23
Mathematics Grade 8	20	17	20
Science Grade 8	20	16	23
Social Studies Grade 8	20	17	23
English Grade 10	16	18	17
Mathematics Grade 10	15	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.1%	1	0.1%
Eligible for Free Lunch	206	12.2%	354	21.1%	268	16.0%

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%		96.2%		96.0%
Student Suspensions	66	4.0%	39	2.3%	31	1.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	9.4%	15.2%	10.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	127
Total Other Professional Staff	14
Total Paraprofessionals	28
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	94	95
	Regents Diplomas	69	78	89
	% Regents Diplomas	85%	83%	94%
	Regents Diplomas with Advanced Designation**			52
	% Regents Diplomas with Advanced Designation			55%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	11	13	19
	Regents Diplomas	2	4	5
	% Regents Diplomas	18%	31%	26%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	1	4
All Students	Total Graduates*	92	107	114
	Regents Diplomas	71	82	94
	% Regents Diplomas	77%	77%	82%
	Regents Diplomas with Advanced Designation**			52
	% Regents Diplomas with Advanced Designation			46%
	IEP Diplomas or Local Certificates	2	1	4

* 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	14	0	6	1
	Percent	41%	36%	1%	0%	15%	0%	6%	1%
Students with Disabilities	Number	0	8	0	0	5	0	3	3
	Percent	0%	42%	0%	0%	26%	0%	16%	16%
All Students	Number	39	42	1	0	19	0	9	4
	Percent	34%	37%	1%	0%	17%	0%	8%	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	0.6%
	Entered GED Program*	12		7	1.6%	6	1.3%
	Total Noncompleters	13		9	2.1%	9	1.9%
Students with Disabilities	Dropped Out	0		2	2.5%	0	0.0%
	Entered GED Program*	0		3	3.7%	1	1.1%
	Total Noncompleters	0		5	6.2%	1	1.1%
All Students	Dropped Out	1	0.2%	4	0.8%	3	0.5%
	Entered GED Program*	12	2.4%	10	1.9%	7	1.3%
	Total Noncompleters	13	2.6%	14	2.7%	10	1.8%

*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	365
	Number of Students with Disabilities	0	0	36
	Number of All Students	0	0	401
	Percent of Enrollment	0%	0%	99%
9-12	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%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	25		
Completed and Passed Regents Exams	25	100%	80%
Completed and had Course Average of 75% or More	25	100%	82%
Completed and Attained a HS Diploma or Equivalent	25	100%	96%
Completed and Whose Status is Known	25		
Completed and Were Successfully Placed	25	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	9	39%	25%
Underrepresented Gender Members Who Completed	2	25%	19%

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	28	96%	39	100%	29	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	65	100%	84	94%	95	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	5	100%	8	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%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	2	#	2	#	4	#
U.S. Hist & Gov't	0	0%	0	0%	3	#

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	#	5	80%	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	127	140	14	11	20
Number Scoring 55-100	112	122	125	13	9	8
Number Scoring 65-100	104	117	120	12	8	5
Number Scoring 85-100	46	64	51	0	2	0
Percentage of Tested Scoring 55-100	99%	96%	89%	93%	82%	40%
Percentage of Tested Scoring 65-100	92%	92%	86%	86%	73%	25%
Percentage of Tested Scoring 85-100	41%	50%	36%	0%	18%	0%
Mathematics A						
Number Tested	107	125	120	13	20	20
Number Scoring 55-100	103	122	113	10	19	13
Number Scoring 65-100	100	114	109	8	15	10
Number Scoring 85-100	58	75	78	0	1	3
Percentage of Tested Scoring 55-100	96%	98%	94%	77%	95%	65%
Percentage of Tested Scoring 65-100	93%	91%	91%	62%	75%	50%
Percentage of Tested Scoring 85-100	54%	60%	65%	0%	5%	15%
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	150	150	20	13	23
Number Scoring 55-100	108	137	134	10	11	17
Number Scoring 65-100	98	124	116	7	6	10
Number Scoring 85-100	41	41	46	1	0	0
Percentage of Tested Scoring 55-100	90%	91%	89%	50%	85%	74%
Percentage of Tested Scoring 65-100	82%	83%	77%	35%	46%	43%
Percentage of Tested Scoring 85-100	34%	27%	31%	5%	0%	0%
U.S. History and Government						
Number Tested	107	115	136	14	14	14
Number Scoring 55-100	106	113	128	13	14	9
Number Scoring 65-100	103	106	122	11	10	8
Number Scoring 85-100	62	58	80	3	1	2
Percentage of Tested Scoring 55-100	99%	98%	94%	93%	100%	64%
Percentage of Tested Scoring 65-100	96%	92%	90%	79%	71%	57%
Percentage of Tested Scoring 85-100	58%	50%	59%	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	129	118	19	12	13
Number Scoring 55-100	98	127	112	11	11	11
Number Scoring 65-100	97	123	109	11	11	10
Number Scoring 85-100	33	35	51	0	0	2
Percentage of Tested Scoring 55-100	92%	98%	95%	58%	92%	85%
Percentage of Tested Scoring 65-100	91%	95%	92%	58%	92%	77%
Percentage of Tested Scoring 85-100	31%	27%	43%	0%	0%	15%
Physical Setting/Earth Science						
Number Tested	138	141	176	16	21	30
Number Scoring 55-100	128	117	159	14	16	24
Number Scoring 65-100	116	100	125	10	9	12
Number Scoring 85-100	49	35	48	3	1	1
Percentage of Tested Scoring 55-100	93%	83%	90%	88%	76%	80%
Percentage of Tested Scoring 65-100	84%	71%	71%	62%	43%	40%
Percentage of Tested Scoring 85-100	36%	25%	27%	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	49	0	0	0
Number Scoring 55-100	52	57	49	0	0	0
Number Scoring 65-100	52	56	49	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%	80%	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	112	1%	5%	48%	46%
	Students with Disabilities	15	13%	40%	33%	13%
	All Students	127	2%	9%	46%	42%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	126	2%	17%	56%	25%
	Students with Disabilities	20	15%	45%	40%	0%
	All Students	146	4%	21%	53%	22%

(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	2	0	#	#	#	#
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	2	1	#	#	#	#

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	94	94	94	23	23	23	117	117	117
Number Scoring 55–64	2	1	0	3	4	3	5	5	3
Number Scoring 65–84	55	31	53	9	8	12	64	39	65
Number Scoring 85–100	37	59	40	0	0	0	37	59	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)