

New York State School Report Card Comprehensive Information Report

BEDS Code: 05-01-00-01-0013

Grade Range : 9-12

Name: Auburn High School

Principal: Charles Mitchell

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	463	430	403
Tenth	408	390	353
Eleventh	336	351	354
Twelfth	343	333	325
Ungraded Secondary	32	32	51
Total K-12 Enrollment	1582	1536	1486

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	21	1.3%	20	1.3%	22	1.5%
Black (Not Hispanic)	104	6.6%	100	6.5%	97	6.5%
Hispanic	20	1.3%	23	1.5%	13	0.9%
White (Not Hispanic)	1437	90.8%	1393	90.7%	1354	91.1%

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	22	26	25
Mathematics Grade 10	21	24	24
Science Grade 10	22	22	21
Social Studies Grade 10	26	26	25

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.3%	4	0.3%	2	0.1%
Eligible for Free Lunch	126	8.0%	173	11.3%	192	12.9%

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		90.7%		91.3%		90.4%
Student Suspensions	116	7.2%	142	9.0%	107	7.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.1%	2.7%	2.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	94%	97%	91%

Staff Counts

Staff	2002–2003
Total Teachers	93
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	6
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	294	189	64%	267	201	75%	279	202	72%
Students with Disabilities	5	0	0%	6	2	33%	9	3	33%
All Students	299	189	63%	273	203	74%	288	205	71%

*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	102	158	2	6	7	13
Percent	35%	55%	1%	2%	2%	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)
9	3	12	21

*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			84		108	
	Entered GED Program*			2		12	
	Total Noncompleters			86		120	
Students with Disabilities	Dropped Out			20		27	
	Entered GED Program*			0		2	
	Total Noncompleters			20		29	
All Students	Dropped Out	35	2.2%	104	6.8%	135	9.1%
	Entered GED Program*	157	9.9%	2	0.1%	14	0.9%
	Total Noncompleters	192	12.1%	106	6.9%	149	10.0%

*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		1366	1263
	Number of Students with Disabilities		170	172
	Number of All Students		1536	1435
	Percent of Enrollment		100%	97%

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%	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%

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%	2	#	2	#
Science	13	69%	7	86%	4	#
Reading	1	#	1	#	1	#
Writing	1	#	0	0%	2	#
Global Studies	7	86%	1	#	1	#
U.S. Hist & Gov't	18	78%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	28	39%	4	#	15	73%
Science	25	28%	3	#	14	79%
Reading	4	#	7	71%	12	58%
Writing	4	#	7	57%	13	85%
Global Studies	2	#	17	41%	10	40%
U.S. Hist & Gov't	4	#	5	80%	8	62%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	314	296	355	10	15	15
Number Scoring 55–100	296	272	319	5	4	6
Number Scoring 65–100	258	230	283	4	2	3
Number Scoring 85–100	65	93	93	0	0	0
Percentage of Tested Scoring 55–100	94%	92%	90%	50%	27%	40%
Percentage of Tested Scoring 65–100	82%	78%	80%	40%	13%	20%
Percentage of Tested Scoring 85–100	21%	31%	26%	0%	0%	0%
Mathematics A						
Number Tested	0	26	248	0	2	11
Number Scoring 55–100	0	11	209	0	#	4
Number Scoring 65–100	0	4	187	0	#	2
Number Scoring 85–100	0	0	36	0	#	0
Percentage of Tested Scoring 55–100	0%	42%	84%	0%	#	36%
Percentage of Tested Scoring 65–100	0%	15%	75%	0%	#	18%
Percentage of Tested Scoring 85–100	0%	0%	15%	0%	#	0%
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	364	330	322	19	19	25
Number Scoring 55–100	337	304	285	16	13	19
Number Scoring 65–100	310	275	248	11	5	12
Number Scoring 85–100	88	59	59	1	0	2
Percentage of Tested Scoring 55–100	93%	92%	89%	84%	68%	76%
Percentage of Tested Scoring 65–100	85%	83%	77%	58%	26%	48%
Percentage of Tested Scoring 85–100	24%	18%	18%	5%	0%	8%
U.S. History and Government (first administered June 2001)						
Number Tested	287	297	326	6	14	10
Number Scoring 55–100	261	286	319	4	10	10
Number Scoring 65–100	239	261	299	4	5	8
Number Scoring 85–100	113	81	134	2	0	1
Percentage of Tested Scoring 55–100	91%	96%	98%	67%	71%	100%
Percentage of Tested Scoring 65–100	83%	88%	92%	67%	36%	80%
Percentage of Tested Scoring 85–100	39%	27%	41%	33%	0%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	303	293	240	7	6	13
Number Scoring 55–100	298	292	240	7	6	13
Number Scoring 65–100	294	290	230	5	5	12
Number Scoring 85–100	126	118	110	0	0	1
Percentage of Tested Scoring 55–100	98%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	97%	99%	96%	71%	83%	92%
Percentage of Tested Scoring 85–100	42%	40%	46%	0%	0%	8%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	228	201	205	4	16	14
Number Scoring 55–100	208	191	197	#	15	11
Number Scoring 65–100	195	176	185	#	12	9
Number Scoring 85–100	76	54	80	#	1	2
Percentage of Tested Scoring 55–100	91%	95%	96%	#	94%	79%
Percentage of Tested Scoring 65–100	86%	88%	90%	#	75%	64%
Percentage of Tested Scoring 85–100	33%	27%	39%	#	6%	14%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		212	244		2	3
Number Scoring 55–100		208	219		#	#
Number Scoring 65–100		160	160		#	#
Number Scoring 85–100		23	27		#	#
Percentage of Tested Scoring 55–100		98%	90%		#	#
Percentage of Tested Scoring 65–100		75%	66%		#	#
Percentage of Tested Scoring 85–100		11%	11%		#	#
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	35	40	32	0	0	0
Number Scoring 55–100	34	39	32	0	0	0
Number Scoring 65–100	34	38	32	0	0	0
Number Scoring 85–100	14	9	15	0	0	0
Percentage of Tested Scoring 55–100	97%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	23%	47%	0%	0%	0%
Comprehensive Italian						
Number Tested	40	38	18	0	0	0
Number Scoring 55–100	38	37	18	0	0	0
Number Scoring 65–100	38	36	18	0	0	0
Number Scoring 85–100	18	11	7	0	0	0
Percentage of Tested Scoring 55–100	95%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	45%	29%	39%	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	154	172	147	0	2	3
Number Scoring 55–100	150	170	143	0	#	#
Number Scoring 65–100	142	163	142	0	#	#
Number Scoring 85–100	72	70	71	0	#	#
Percentage of Tested Scoring 55–100	97%	99%	97%	0%	#	#
Percentage of Tested Scoring 65–100	92%	95%	97%	0%	#	#
Percentage of Tested Scoring 85–100	47%	41%	48%	0%	#	#
Comprehensive Latin						
Number Tested	1	4	4	0	0	0
Number Scoring 55–100	#	#	#	0	0	0
Number Scoring 65–100	#	#	#	0	0	0
Number Scoring 85–100	#	#	#	0	0	0
Percentage of Tested Scoring 55–100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	#	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	282	294	60	3	5	2
Number Scoring 55–100	247	250	49	#	4	#
Number Scoring 65–100	224	217	38	#	3	#
Number Scoring 85–100	116	80	5	#	0	#
Percentage of Tested Scoring 55–100	88%	85%	82%	#	80%	#
Percentage of Tested Scoring 65–100	79%	74%	63%	#	60%	#
Percentage of Tested Scoring 85–100	41%	27%	8%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	190	181	186	0	1	2
Number Scoring 55–100	172	174	169	0	#	#
Number Scoring 65–100	157	164	157	0	#	#
Number Scoring 85–100	92	91	79	0	#	#
Percentage of Tested Scoring 55–100	91%	96%	91%	0%	#	#
Percentage of Tested Scoring 65–100	83%	91%	84%	0%	#	#
Percentage of Tested Scoring 85–100	48%	50%	42%	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	76	100%	7	100%	24	79%
Students with Disabilities	3	#	0	0%	9	67%

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	304	304	304	23	23	23	327	327	327
Number Scoring 55–64	10	12	6	2	4	0	12	16	6
Number Scoring 65–84	187	172	143	6	3	6	193	175	149
Number Scoring 85–100	82	79	137	1	0	1	83	79	138
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)