# New York State Public School Report Card Comprehensive Information Report 

BEDS Code :
Grade Range: 1-6
School Name: Sullivan Avenue School
Principal: Mrs. Donna Muro
Fall Enrollment

| Grade | $\mathbf{1 9 9 8 - 9 9}$ | $\mathbf{1 9 9 9 - 0 0}$ | $\mathbf{2 0 0 0 - 0 1}$ |
| :--- | :---: | :---: | :---: |
| Pre-K | 0 | 0 | 0 |
| Kindergarten | 0 | 0 | 0 |
| First | 31 | 56 | 35 |
| Second | 56 | 38 | 52 |
| Third | 52 | 48 | 36 |
| Fourth | 50 | 45 | 48 |
| Fifth | 47 | 46 | 47 |
| Sixth | 45 | 43 | 44 |
| Ungraded Elementary | 0 | 0 | 0 |
| Seventh | 0 | 0 | 0 |
| Eighth | 0 | 0 | 0 |
| Ninth | 0 | 0 | 0 |
| Tenth | 0 | 0 | 0 |
| Eleventh | 0 | 0 | 0 |
| Twelfth | 0 | 0 | 0 |
| Ungraded Secondary | 0 | 0 | 0 |
| Total K-12 Enrollment | 281 | 276 | 262 |

## Student Racial/Ethnic Origin

| Race/Ethnicity | 1998-99 |  | 1999-00 |  | 2000-01 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. of <br> Students | \% of Enroll | No. of <br> Students | \% of Enroll | No. of <br> Students | \% of Enroll |
|  | 2 | $0.7 \%$ | 5 | $1.8 \%$ | 3 | $1.1 \%$ |
| Black (Not Hispanic) | 19 | $6.8 \%$ | 28 | $10.1 \%$ | 40 | $15.3 \%$ |
| Hispanic | 23 | $8.2 \%$ | 18 | $6.5 \%$ | 27 | $10.3 \%$ |
| White (Not Hispanic) | 237 | $84.3 \%$ | 225 | $81.5 \%$ | 192 | $73.3 \%$ |

## English Language Learners (formerly known as limited English proficient students)

| 1998-99 |  | 1999-00 |  | 2000-01 |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| No. of Students | \% of Enroll | No. of Students | \% of Enroll | No. of Students | \% of Enroll |
| 2 | $0.7 \%$ | 1 | $0.4 \%$ | 4 | $1.5 \%$ |

Average Class Size

| Grade Level | $\mathbf{1 9 9 8 - 9 9}$ | $\mathbf{1 9 9 9 - 0 0}$ | $\mathbf{2 0 0 0 - 0 1}$ |
| :--- | :---: | :---: | :---: |
| Kindergarten | 0 | 0 | 0 |
| Common Branch | 23 | 23 | 20 |
| English Grade 8 | 0 | 0 | 0 |
| Math Grade 8 | 0 | 0 | 0 |
| Science Grade 8 | 0 | 0 | 0 |
| Social Studies Grade 8 | 0 | 0 | 0 |
| English Grade 10 | 0 | 0 | 0 |
| Mathematics Grade 10 | 0 | 0 | 0 |
| Science Grade 10 | 0 | 0 | 0 |
| Social Studies Grade 10 | 0 | 0 | 0 |

(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 <br> district resource capacity. |

## Similar School Group and Description

| Similar School Group | Description |
| :---: | :--- |
| 12 | All schools in this group are elementary level schools in rural school <br> districts with high student needs in relation to district resources. The <br> schools in this group are in the higher range of student needs for <br> elementary level schools in these districts. |

All schools within the same N/RC category are divided into three similar groups defined by the percentage of students in the school who are eligible for the free lunch program and/or who are English Language Learners (formerly known as Limited English proficient).

## Attendance and Suspension

|  | $\mathbf{1 9 9 7 - 9 8}$ |  | $\mathbf{1 9 9 8 - 9 9}$ |  | 1999-00 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. of <br> Students | \% of <br> Enroll. | No. of <br> Students | \% of <br> Enroll. | No. of <br> Students | \% of <br> Enroll. |
|  |  | $94.3 \%$ |  | $93.3 \%$ |  | $92.1 \%$ |
| Student Suspensions | 24 | $7.6 \%$ | 35 | $12.5 \%$ | 37 | $13.4 \%$ |

## Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

|  | $\mathbf{1 9 9 8 - 9 9}$ | $\mathbf{1 9 9 9 - 0 0}$ | $\mathbf{2 0 0 0 - 0 1}$ |
| :--- | :---: | :---: | :---: |
| Free Lunch | $49.5 \%$ | $40.9 \%$ | $57.3 \%$ |
| Reduced Lunch | $9.2 \%$ | $9.8 \%$ | $13.0 \%$ |
| Public Assistance | $61-70 \%$ | $61-70 \%$ | $61-70 \%$ |
| Student Stability | $71-80 \%$ | $100 \%$ | $89 \%$ |

Staff Counts

| Staff | $\mathbf{2 0 0 0 - 0 1}$ |
| :---: | :---: |
| Total Teachers | 20 |
| Total Other Professional Staff | 2 |
| Total Paraprofessionals | 0 |
| Teaching out of Certification $*$ | 2 |
| Teachers with Temporary Licenses | 0 |

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

