

# New York State School Report Card Comprehensive Information Report

BEDS Code: 04-09-01-04-0002  
 Name: Ellicottville Middle School High School  
 Principal: Sherry Dunkleman

Grade Range : PK-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	32	27	34
Kindergarten	41	50	34
First	59	55	49
Second	38	49	53
Third	55	42	47
Fourth	49	54	42
Fifth	55	53	57
Sixth	62	55	52
Ungraded Elementary	1	1	0
Seventh	53	59	60
Eighth	65	55	52
Ninth	55	57	53
Tenth	72	50	56
Eleventh	46	82	46
Twelfth	58	49	77
Ungraded Secondary	1	5	0
Total K-12 Enrollment	710	716	678

## 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	18	2.5%	23	3.2%	18	2.7%
Black (Not Hispanic)	6	0.8%	4	0.6%	5	0.7%
Hispanic	2	0.3%	6	0.8%	3	0.4%
White (Not Hispanic)	684	96.3%	683	95.4%	652	96.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	13	12	11
Common Branch	17	18	17
English Grade 8	21	14	19
Mathematics Grade 8	25	15	17
Science Grade 8	21	13	13
Social Studies Grade 8	21	18	16
English Grade 10	18	0	0
Mathematics Grade 10	11	8	19
Science Grade 10	21	0	26
Social Studies Grade 10	17	16	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
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	3	0.4%	6	0.8%	5	0.7%
Eligible for Free Lunch	66	9.3%	56	7.8%	97	14.3%

### 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		98.1%		96.3%		95.6%
Student Suspensions	28	0.0%	110	15.5%	61	8.5%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.6%	10.1%	9.9%
Public Assistance	21-30%	21-30%	1-10%
Student Stability	98%	94%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	56
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	50	34	68%	40	29	72%	58	33	57%
Students with Disabilities	2	0	0%	2	0	0%	5	0	0%
All Students	52	34	65%	42	29	69%	63	33	52%

\*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	26	29	0	1	2	5
Percent	41%	46%	0%	2%	3%	8%

## 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)
5	0	1	6

\*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			4		2	
	Entered GED Program*			0		1	
	Total Noncompleters			4		3	
Students with Disabilities	Dropped Out			3		1	
	Entered GED Program*			0		0	
	Total Noncompleters			3		1	
All Students	Dropped Out	3	1.3%	7	2.9%	3	1.3%
	Entered GED Program*	4	1.7%	0	0.0%	1	0.4%
	Total Noncompleters	7	3.0%	7	2.9%	4	1.7%

\*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		160	140
	Number of Students with Disabilities		0	17
	Number of All Students		160	157
	Percent of Enrollment		94%	96%
9-12	Number of General-Education Students		28	225
	Number of Students with Disabilities		20	7
	Number of All Students		48	232
	Percent of Enrollment		20%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	23	87%	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	33	82%	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	5	20%	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	5	100%	5	100%	2	#
Science	4	#	1	#	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	2	#	5	100%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	42	74	49	2	0	1
Number Scoring 55–100	41	66	48	#	0	#
Number Scoring 65–100	39	55	47	#	0	#
Number Scoring 85–100	8	15	22	#	0	#
Percentage of Tested Scoring 55–100	98%	89%	98%	#	0%	#
Percentage of Tested Scoring 65–100	93%	74%	96%	#	0%	#
Percentage of Tested Scoring 85–100	19%	20%	45%	#	0%	#
<b>Mathematics A</b>						
Number Tested	13	9	62	1	0	1
Number Scoring 55–100	3	1	51	#	0	#
Number Scoring 65–100	3	1	41	#	0	#
Number Scoring 85–100	0	0	17	#	0	#
Percentage of Tested Scoring 55–100	23%	11%	82%	#	0%	#
Percentage of Tested Scoring 65–100	23%	11%	66%	#	0%	#
Percentage of Tested Scoring 85–100	0%	0%	27%	#	0%	#
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	66	45	61	6	0	1
Number Scoring 55–100	62	43	57	6	0	#
Number Scoring 65–100	55	34	54	2	0	#
Number Scoring 85–100	23	6	25	0	0	#
Percentage of Tested Scoring 55–100	94%	96%	93%	100%	0%	#
Percentage of Tested Scoring 65–100	83%	76%	89%	33%	0%	#
Percentage of Tested Scoring 85–100	35%	13%	41%	0%	0%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	42	64	58	0	0	1
Number Scoring 55–100	39	62	57	0	0	#
Number Scoring 65–100	38	51	53	0	0	#
Number Scoring 85–100	17	24	30	0	0	#
Percentage of Tested Scoring 55–100	93%	97%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	90%	80%	91%	0%	0%	#
Percentage of Tested Scoring 85–100	40%	38%	52%	0%	0%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	62	50	51	0	1	0
Number Scoring 55–100	62	47	50	0	#	0
Number Scoring 65–100	60	40	49	0	#	0
Number Scoring 85–100	26	8	12	0	#	0
Percentage of Tested Scoring 55–100	100%	94%	98%	0%	#	0%
Percentage of Tested Scoring 65–100	97%	80%	96%	0%	#	0%
Percentage of Tested Scoring 85–100	42%	16%	24%	0%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	57	42	44	2	0	0
Number Scoring 55–100	53	41	41	#	0	0
Number Scoring 65–100	47	38	40	#	0	0
Number Scoring 85–100	16	11	25	#	0	0
Percentage of Tested Scoring 55–100	93%	98%	93%	#	0%	0%
Percentage of Tested Scoring 65–100	82%	90%	91%	#	0%	0%
Percentage of Tested Scoring 85–100	28%	26%	57%	#	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		48	29		1	0
Number Scoring 55–100		45	27		#	0
Number Scoring 65–100		38	22		#	0
Number Scoring 85–100		7	4		#	0
Percentage of Tested Scoring 55–100		94%	93%		#	0%
Percentage of Tested Scoring 65–100		79%	76%		#	0%
Percentage of Tested Scoring 85–100		15%	14%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	19	9	26	0	0	0
Number Scoring 55–100	19	9	25	0	0	0
Number Scoring 65–100	19	6	24	0	0	0
Number Scoring 85–100	11	6	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	67%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	67%	50%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	9	24	41	0	0	0
Number Scoring 55–100	9	24	41	0	0	0
Number Scoring 65–100	9	23	40	0	0	0
Number Scoring 85–100	8	9	18	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	96%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	89%	38%	44%	0%	0%	0%
<b>Comprehensive Latin</b>						
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)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	67	46	12	0	0	0
Number Scoring 55–100	51	38	10	0	0	0
Number Scoring 65–100	48	30	8	0	0	0
Number Scoring 85–100	15	14	3	0	0	0
Percentage of Tested Scoring 55–100	76%	83%	83%	0%	0%	0%
Percentage of Tested Scoring 65–100	72%	65%	67%	0%	0%	0%
Percentage of Tested Scoring 85–100	22%	30%	25%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	32	38	22	0	0	0
Number Scoring 55–100	26	29	18	0	0	0
Number Scoring 65–100	24	28	16	0	0	0
Number Scoring 85–100	8	11	11	0	0	0
Percentage of Tested Scoring 55–100	81%	76%	82%	0%	0%	0%
Percentage of Tested Scoring 65–100	75%	74%	73%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	29%	50%	0%	0%	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	8	100%	33	91%	11	91%
Students with Disabilities	0	0%	1	#	2	#

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
<b>Nov 2002</b>	General-Education Students	55	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	56	0%	5%	64%	30%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	60	60	60	7	7	7	67	67	67
Number Scoring 55–64	1	7	5	4	0	0	5	7	5
Number Scoring 65–84	34	28	31	2	2	3	36	30	34
Number Scoring 85–100	21	24	21	0	0	0	21	24	21
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)