

New York State District Report Card Comprehensive Information Report

BEDS Code: 62-20-02-06-0000

Name: Ellenville Central School District

Superintendent: Peter J. Ferrara

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	155	127	139
First	131	159	131
Second	144	121	140
Third	148	137	118
Fourth	133	144	137
Fifth	154	142	155
Sixth	164	146	139
Ungraded Elementary	35	23	23
Seventh	149	166	154
Eighth	153	141	159
Ninth	237	206	171
Tenth	150	147	145
Eleventh	106	130	129
Twelfth	103	91	138
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1962	1880	1878

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	34	1.7%	34	1.8%	31	1.7%
Black (Not Hispanic)	209	10.7%	199	10.6%	198	10.5%
Hispanic	450	22.9%	433	23.0%	442	23.5%
White (Not Hispanic)	1269	64.7%	1214	64.6%	1207	64.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	18	20
Common Branch	20	20	19
English Grade 8	24	20	21
Mathematics Grade 8	24	20	19
Science Grade 8	25	21	23
Social Studies Grade 8	24	22	20
English Grade 10	28	23	23
Mathematics Grade 10	17	26	23
Science Grade 10	20	28	24
Social Studies Grade 10	22	27	25

(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 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	102	5.2%	119	6.3%	95	5.1%
Eligible for Free Lunch	696	35.5%	563	29.9%	561	29.9%

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		92.8%		92.1%		90.6%
Student Suspensions	76	3.9%	97	4.9%	168	8.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.6%	9.4%	9.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	141
Total Other Professional Staff	18
Total Paraprofessionals	27
Teaching Out of Certification*	3
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	88	41	47%	78	46	59%	117	75	64%
Students with Disabilities	4	1	25%	0	0	0%	6	0	0%
All Students	92	42	46%	78	46	59%	123	75	61%

*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	48	40	3	10	1	21
Percent	39%	33%	2%	8%	1%	17%

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)
6	0	5	11

*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			29		31	
	Entered GED Program*			34		23	
	Total Noncompleters			63		54	
Students with Disabilities	Dropped Out			1		11	
	Entered GED Program*			3		0	
	Total Noncompleters			4		11	
All Students	Dropped Out	8	1.3%	30	5.2%	42	7.2%
	Entered GED Program*	9	1.5%	37	6.4%	23	3.9%
	Total Noncompleters	17	2.9%	67	11.7%	65	11.1%

*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%	5%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		142	129
	Number of Students with Disabilities		0	26
	Number of All Students		142	155
	Percent of Enrollment		49%	52%
6-8	Number of General-Education Students		166	396
	Number of Students with Disabilities		0	56
	Number of All Students		166	452
	Percent of Enrollment		36%	99%
9-12	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%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	17	94%	0	0%	19	74%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	121	66%	29	69%	82	85%

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	4	#	0	0%	5	80%

(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%	5	80%	1	#
Science	0	0%	6	100%	1	#
Reading	0	0%	3	#	2	#
Writing	0	0%	3	#	0	0%
Global Studies	0	0%	5	40%	0	0%
U.S. Hist & Gov't	0	0%	1	#	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	0	0%	10	100%
Science	10	40%	0	0%	6	50%
Reading	1	#	0	0%	15	87%
Writing	1	#	0	0%	3	#
Global Studies	4	#	0	0%	9	78%
U.S. Hist & Gov't	2	#	0	0%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	89	139	114	2	9	9
Number Scoring 55–100	86	121	81	#	4	2
Number Scoring 65–100	75	102	70	#	0	2
Number Scoring 85–100	22	42	16	#	0	0
Percentage of Tested Scoring 55–100	97%	87%	71%	#	44%	22%
Percentage of Tested Scoring 65–100	84%	73%	61%	#	0%	22%
Percentage of Tested Scoring 85–100	25%	30%	14%	#	0%	0%
Mathematics A						
Number Tested	0	50	172	0	2	11
Number Scoring 55–100	0	12	125	0	#	5
Number Scoring 65–100	0	7	97	0	#	4
Number Scoring 85–100	0	1	17	0	#	4
Percentage of Tested Scoring 55–100	0%	24%	73%	0%	#	45%
Percentage of Tested Scoring 65–100	0%	14%	56%	0%	#	36%
Percentage of Tested Scoring 85–100	0%	2%	10%	0%	#	36%
Mathematics B (first administered June 2001)						
Number Tested	0	0	11	0	0	0
Number Scoring 55–100	0	0	8	0	0	0
Number Scoring 65–100	0	0	7	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	73%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	64%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	27%	0%	0%	0%
Global History and Geography						
Number Tested	134	113	134	8	5	11
Number Scoring 55–100	131	101	107	8	3	5
Number Scoring 65–100	118	90	86	1	2	3
Number Scoring 85–100	58	15	31	0	0	0
Percentage of Tested Scoring 55–100	98%	89%	80%	100%	60%	45%
Percentage of Tested Scoring 65–100	88%	80%	64%	12%	40%	27%
Percentage of Tested Scoring 85–100	43%	13%	23%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	88	143	117	3	7	9
Number Scoring 55–100	76	125	101	#	4	5
Number Scoring 65–100	65	104	93	#	1	5
Number Scoring 85–100	28	33	33	#	0	0
Percentage of Tested Scoring 55–100	86%	87%	86%	#	57%	56%
Percentage of Tested Scoring 65–100	74%	73%	79%	#	14%	56%
Percentage of Tested Scoring 85–100	32%	23%	28%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	101	111	110	0	6	10
Number Scoring 55–100	99	95	106	0	4	8
Number Scoring 65–100	96	90	99	0	3	5
Number Scoring 85–100	18	32	28	0	0	0
Percentage of Tested Scoring 55–100	98%	86%	96%	0%	67%	80%
Percentage of Tested Scoring 65–100	95%	81%	90%	0%	50%	50%
Percentage of Tested Scoring 85–100	18%	29%	25%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	136	182	94	14	18	8
Number Scoring 55–100	99	125	74	4	10	5
Number Scoring 65–100	88	109	60	3	10	2
Number Scoring 85–100	27	31	19	1	1	0
Percentage of Tested Scoring 55–100	73%	69%	79%	29%	56%	62%
Percentage of Tested Scoring 65–100	65%	60%	64%	21%	56%	25%
Percentage of Tested Scoring 85–100	20%	17%	20%	7%	6%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		71	55		0	0
Number Scoring 55–100		69	52		0	0
Number Scoring 65–100		58	43		0	0
Number Scoring 85–100		7	11		0	0
Percentage of Tested Scoring 55–100		97%	95%		0%	0%
Percentage of Tested Scoring 65–100		82%	78%		0%	0%
Percentage of Tested Scoring 85–100		10%	20%		0%	0%
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	13	15	17	0	0	0
Number Scoring 55–100	13	15	15	0	0	0
Number Scoring 65–100	13	15	15	0	0	0
Number Scoring 85–100	4	4	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	27%	53%	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	58	56	58	0	0	1
Number Scoring 55–100	58	56	58	0	0	#
Number Scoring 65–100	58	56	57	0	0	#
Number Scoring 85–100	54	43	34	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	93%	77%	59%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	102	98	2	0	0	0
Number Scoring 55–100	84	79	#	0	0	0
Number Scoring 65–100	65	64	#	0	0	0
Number Scoring 85–100	22	14	#	0	0	0
Percentage of Tested Scoring 55–100	82%	81%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	64%	65%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	22%	14%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	63	71	52	0	0	0
Number Scoring 55–100	57	66	39	0	0	0
Number Scoring 65–100	55	64	36	0	0	0
Number Scoring 85–100	26	33	13	0	0	0
Percentage of Tested Scoring 55–100	90%	93%	75%	0%	0%	0%
Percentage of Tested Scoring 65–100	87%	90%	69%	0%	0%	0%
Percentage of Tested Scoring 85–100	41%	46%	25%	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	9	100%	0	0%	42	98%
Students with Disabilities	7	100%	0	0%	7	71%

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	142	12%	23%	55%	10%
	Students with Disabilities	8	38%	50%	13%	0%
	All Students	150	13%	25%	53%	9%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	131	6%	44%	48%	2%
	Students with Disabilities	19	37%	63%	0%	0%
	All Students	150	10%	46%	42%	2%

(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	1	1	#	#	#	#
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	131	131	131	15	15	15	146	146	146
Number Scoring 55–64	8	13	0	5	4	2	13	17	2
Number Scoring 65–84	59	71	76	3	5	5	62	76	81
Number Scoring 85–100	52	32	43	0	0	0	52	32	43
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)