

New York State District Report Card Comprehensive Information Report

BEDS Code: 03-11-01-06-0000
 Name: Maine-Endwell Central School District
 Superintendent: Joseph F. Stoner

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	192	213	245
First	214	186	134
Second	193	188	179
Third	205	201	201
Fourth	199	213	195
Fifth	219	201	220
Sixth	203	231	212
Ungraded Elementary	0	0	0
Seventh	213	199	234
Eighth	226	212	200
Ninth	238	238	218
Tenth	233	213	216
Eleventh	198	208	207
Twelfth	153	191	214
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2686	2694	2675

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	42	1.6%	41	1.5%	36	1.3%
Black (Not Hispanic)	57	2.1%	45	1.7%	43	1.6%
Hispanic	8	0.3%	16	0.6%	17	0.6%
White (Not Hispanic)	2579	96.0%	2592	96.2%	2579	96.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	18	20
Common Branch	21	21	21
English Grade 8	22	20	20
Mathematics Grade 8	22	20	20
Science Grade 8	22	20	20
Social Studies Grade 8	22	20	20
English Grade 10	26	21	20
Mathematics Grade 10	20	21	21
Science Grade 10	21	21	20
Social Studies Grade 10	25	23	22

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	0.3%	5	0.2%	8	0.3%
Eligible for Free Lunch	283	11.4%	313	11.6%	293	11.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.4%		96.1%		95.9%
Student Suspensions	30	1.1%	29	1.1%	41	1.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	7.6%	6.5%	5.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	213
Total Other Professional Staff	25
Total Paraprofessionals	14
Teaching Out of Certification*	2

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	122	100	82%	165	127	77%	191	153	80%
Students with Disabilities	17	3	18%	14	4	29%	19	5	26%
All Students	139	103	74%	179	131	73%	210	158	75%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	84	95	1	3	5	22
Percent	40%	45%	0%	1%	2%	10%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
19	5	5	24

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	5		9		9	1.2%
	Entered GED Program*	6		5		7	0.9%
	Total Noncompleters	11		14		16	2.1%
Students with Disabilities	Dropped Out	0		4		3	1.8%
	Entered GED Program*	3		3		4	2.4%
	Total Noncompleters	3		7		7	4.2%
All Students	Dropped Out	5	0.6%	13	1.5%	12	1.3%
	Entered GED Program*	9	1.1%	8	0.9%	11	1.2%
	Total Noncompleters	14	1.7%	21	2.5%	23	2.5%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	182	176	0
	Number of Students with Disabilities	42	37	0
	Number of All Students	224	213	0
	Percent of Enrollment	35%	33%	0%
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	43		
Completed and Passed Regents Exams	39	91%	77%
Completed and had Course Average of 75% or More	34	79%	81%
Completed and Attained a HS Diploma or Equivalent	38	88%	96%
Completed and Whose Status is Known	43		
Completed and Were Successfully Placed	40	93%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	9	39%	30%
Underrepresented Gender Members Who Completed	6	30%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	20	100%	16	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	37	100%	62	100%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	0	0%	2	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	100%	3	#	1	#
Science	6	33%	10	80%	1	#
Reading	4	#	5	100%	1	#
Writing	4	#	3	#	1	#
Global Studies	10	60%	10	60%	1	#
U.S. Hist & Gov't	3	#	4	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	192	212	208	15	23	14
Number Scoring 55-100	186	206	205	10	21	13
Number Scoring 65-100	173	199	201	7	17	11
Number Scoring 85-100	85	147	146	0	6	2
Percentage of Tested Scoring 55-100	97%	97%	99%	67%	91%	93%
Percentage of Tested Scoring 65-100	90%	94%	97%	47%	74%	79%
Percentage of Tested Scoring 85-100	44%	69%	70%	0%	26%	14%
Mathematics A						
Number Tested	24	215	235	3	27	29
Number Scoring 55-100	17	200	235	#	20	29
Number Scoring 65-100	6	184	226	#	14	25
Number Scoring 85-100	0	59	83	#	2	1
Percentage of Tested Scoring 55-100	71%	93%	100%	#	74%	100%
Percentage of Tested Scoring 65-100	25%	86%	96%	#	52%	86%
Percentage of Tested Scoring 85-100	0%	27%	35%	#	7%	3%
Mathematics B						
Number Tested	0	0	21	0	0	0
Number Scoring 55-100	0	0	21	0	0	0
Number Scoring 65-100	0	0	21	0	0	0
Number Scoring 85-100	0	0	21	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	100%	0%	0%	0%
Global History and Geography						
Number Tested	215	239	227	28	27	42
Number Scoring 55-100	204	232	211	21	22	35
Number Scoring 65-100	180	214	189	14	14	26
Number Scoring 85-100	68	114	102	1	2	5
Percentage of Tested Scoring 55-100	95%	97%	93%	75%	81%	83%
Percentage of Tested Scoring 65-100	84%	90%	83%	50%	52%	62%
Percentage of Tested Scoring 85-100	32%	48%	45%	4%	7%	12%
U.S. History and Government						
Number Tested	196	212	209	14	25	17
Number Scoring 55-100	189	206	204	12	23	14
Number Scoring 65-100	168	191	193	8	17	9
Number Scoring 85-100	66	109	132	1	3	2
Percentage of Tested Scoring 55-100	96%	97%	98%	86%	92%	82%
Percentage of Tested Scoring 65-100	86%	90%	92%	57%	68%	53%
Percentage of Tested Scoring 85-100	34%	51%	63%	7%	12%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	209	208	225	15	24	36
Number Scoring 55-100	209	204	224	15	20	35
Number Scoring 65-100	207	201	218	15	18	32
Number Scoring 85-100	96	90	102	1	2	5
Percentage of Tested Scoring 55-100	100%	98%	100%	100%	83%	97%
Percentage of Tested Scoring 65-100	99%	97%	97%	100%	75%	89%
Percentage of Tested Scoring 85-100	46%	43%	45%	7%	8%	14%
Physical Setting/Earth Science						
Number Tested	206	227	208	31	35	34
Number Scoring 55-100	198	219	188	26	31	23
Number Scoring 65-100	186	208	160	22	26	11
Number Scoring 85-100	91	105	71	5	4	0
Percentage of Tested Scoring 55-100	96%	96%	90%	84%	89%	68%
Percentage of Tested Scoring 65-100	90%	92%	77%	71%	74%	32%
Percentage of Tested Scoring 85-100	44%	46%	34%	16%	11%	0%
Physical Setting/Chemistry						
Number Tested	96	120	124	1	1	1
Number Scoring 55-100	96	118	123	#	#	#
Number Scoring 65-100	88	112	111	#	#	#
Number Scoring 85-100	23	33	34	#	#	#
Percentage of Tested Scoring 55-100	100%	98%	99%	#	#	#
Percentage of Tested Scoring 65-100	92%	93%	90%	#	#	#
Percentage of Tested Scoring 85-100	24%	28%	27%	#	#	#
Physical Setting/Physics						
Number Tested			66			0
Number Scoring 55-100			66			0
Number Scoring 65-100			66			0
Number Scoring 85-100			39			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			59%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	30	33	20	0	0	0
Number Scoring 55-100	30	33	20	0	0	0
Number Scoring 65-100	29	31	20	0	0	0
Number Scoring 85-100	11	15	11	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	37%	45%	55%	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	104	114	112	0	2	2
Number Scoring 55-100	104	113	111	0	#	#
Number Scoring 65-100	101	113	106	0	#	#
Number Scoring 85-100	62	77	56	0	#	#
Percentage of Tested Scoring 55-100	100%	99%	99%	0%	#	#
Percentage of Tested Scoring 65-100	97%	99%	95%	0%	#	#
Percentage of Tested Scoring 85-100	60%	68%	50%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	158	190	21	5	1	0
Number Scoring 55-100	145	178	16	2	#	0
Number Scoring 65-100	139	165	10	2	#	0
Number Scoring 85-100	85	94	2	1	#	0
Percentage of Tested Scoring 55-100	92%	94%	76%	40%	#	0%
Percentage of Tested Scoring 65-100	88%	87%	48%	40%	#	0%
Percentage of Tested Scoring 85-100	54%	49%	10%	20%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	54	100%	63	95%	1	#
Students with Disabilities	7	100%	21	95%	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	178	1%	2%	33%	63%
	Students with Disabilities	40	10%	8%	73%	10%
	All Students	218	3%	3%	40%	54%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	172	0%	33%	55%	12%
	Students with Disabilities	30	13%	60%	27%	0%
	All Students	202	2%	37%	51%	10%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	0	#	#	#	#
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
English Language Arts	4	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	0	#	#	#	#

2000 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	191	191	191	30	30	30	221	221	221
Number Scoring 55–64	3	4	4	5	5	3	8	9	7
Number Scoring 65–84	111	62	69	11	12	13	122	74	82
Number Scoring 85–100	67	118	112	1	2	3	68	120	115
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 2-4)						
Number Tested			2			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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 – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			1			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 7-8)						
Number Tested			1			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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)