

# New York State District Report Card Comprehensive Information Report

BEDS Code: 62-20-02-06-0000  
 Name: Ellenville Central School District  
 Superintendent: Lisa A. Wiles

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	127	139	142
First	159	131	132
Second	121	140	120
Third	137	118	139
Fourth	144	137	119
Fifth	142	155	142
Sixth	146	139	143
Ungraded Elementary	23	23	20
Seventh	166	154	145
Eighth	141	159	144
Ninth	206	171	184
Tenth	147	145	143
Eleventh	130	129	108
Twelfth	91	138	123
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1880	1878	1804

## 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	34	1.8%	31	1.7%	37	2.1%
Black (Not Hispanic)	199	10.6%	198	10.5%	207	11.5%
Hispanic	433	23.0%	442	23.5%	435	24.1%
White (Not Hispanic)	1214	64.6%	1207	64.3%	1125	62.4%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	20	20
Common Branch	20	19	19
English Grade 8	20	21	20
Mathematics Grade 8	20	19	18
Science Grade 8	21	23	20
Social Studies Grade 8	22	20	20
English Grade 10	23	23	23
Mathematics Grade 10	26	23	20
Science Grade 10	28	24	28
Social Studies Grade 10	27	25	26

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	119	6.3%	95	5.1%	100	5.5%
Eligible for Free Lunch	563	30.0%	561	29.9%	590	32.7%

### 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		92.1%		90.6%		91.7%
Student Suspensions	97	4.9%	168	8.9%	193	10.3%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	9.4%	9.7%	8.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2003-04
Total Teachers	142
Total Other Professional Staff	23
Total Paraprofessionals	28
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	78	46	59%	117	75	64%	100	66	66%
Students with Disabilities	0	0	0%	6	0	0%	6	0	0%
All Students	78	46	59%	123	75	61%	106	66	62%

\*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	21	61	2	3	7	12
Percent	20%	58%	2%	3%	7%	11%

## 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)
6	0	6	12

\*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	29		31		38	8.1%
	Entered GED Program*	34		23		9	1.9%
	Total Noncompleters	63		54		47	10.0%
Students with Disabilities	Dropped Out	1		11		14	15.9%
	Entered GED Program*	3		0		1	1.1%
	Total Noncompleters	4		11		15	17.0%
All Students	Dropped Out	30	5.2%	42	7.2%	52	9.3%
	Entered GED Program*	37	6.4%	23	3.9%	10	1.8%
	Total Noncompleters	67	11.7%	65	11.1%	62	11.1%

\*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%	5%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	142	129	135
	Number of Students with Disabilities	0	26	0
	Number of All Students	142	155	135
	Percent of Enrollment	49%	52%	51%
6-8	Number of General-Education Students	166	396	445
	Number of Students with Disabilities	0	56	0
	Number of All Students	166	452	445
	Percent of Enrollment	36%	99%	100%
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			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

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%	19	74%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	29	69%	82	85%	123	58%

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	10	100%	5	60%
Science	0	0%	6	50%	21	57%
Reading	0	0%	15	87%	2	#
Writing	0	0%	3	#	2	#
Global Studies	0	0%	9	78%	6	50%
U.S. Hist & Gov't	0	0%	4	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	139	114	145	9	9	9
Number Scoring 55-100	121	81	131	4	2	7
Number Scoring 65-100	102	70	102	0	2	1
Number Scoring 85-100	42	16	33	0	0	0
Percentage of Tested Scoring 55-100	87%	71%	90%	44%	22%	78%
Percentage of Tested Scoring 65-100	73%	61%	70%	0%	22%	11%
Percentage of Tested Scoring 85-100	30%	14%	23%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	50	172	126	2	11	6
Number Scoring 55-100	12	125	122	#	5	5
Number Scoring 65-100	7	97	103	#	4	5
Number Scoring 85-100	1	17	25	#	4	0
Percentage of Tested Scoring 55-100	24%	73%	97%	#	45%	83%
Percentage of Tested Scoring 65-100	14%	56%	82%	#	36%	83%
Percentage of Tested Scoring 85-100	2%	10%	20%	#	36%	0%
<b>Mathematics B</b>						
Number Tested	0	11	1	0	0	0
Number Scoring 55-100	0	8	#	0	0	0
Number Scoring 65-100	0	7	#	0	0	0
Number Scoring 85-100	0	3	#	0	0	0
Percentage of Tested Scoring 55-100	0%	73%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	64%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	27%	#	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	113	134	141	5	11	13
Number Scoring 55-100	101	107	116	3	5	11
Number Scoring 65-100	90	86	98	2	3	8
Number Scoring 85-100	15	31	27	0	0	0
Percentage of Tested Scoring 55-100	89%	80%	82%	60%	45%	85%
Percentage of Tested Scoring 65-100	80%	64%	70%	40%	27%	62%
Percentage of Tested Scoring 85-100	13%	23%	19%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	143	117	119	7	9	10
Number Scoring 55-100	125	101	110	4	5	10
Number Scoring 65-100	104	93	101	1	5	8
Number Scoring 85-100	33	33	43	0	0	2
Percentage of Tested Scoring 55-100	87%	86%	92%	57%	56%	100%
Percentage of Tested Scoring 65-100	73%	79%	85%	14%	56%	80%
Percentage of Tested Scoring 85-100	23%	28%	36%	0%	0%	20%

(Form - F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	111	110	100	6	10	12
Number Scoring 55-100	95	106	98	4	8	10
Number Scoring 65-100	90	99	92	3	5	10
Number Scoring 85-100	32	28	21	0	0	0
Percentage of Tested Scoring 55-100	86%	96%	98%	67%	80%	83%
Percentage of Tested Scoring 65-100	81%	90%	92%	50%	50%	83%
Percentage of Tested Scoring 85-100	29%	25%	21%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	182	94	127	18	8	9
Number Scoring 55-100	125	74	101	10	5	5
Number Scoring 65-100	109	60	81	10	2	3
Number Scoring 85-100	31	19	21	1	0	0
Percentage of Tested Scoring 55-100	69%	79%	80%	56%	62%	56%
Percentage of Tested Scoring 65-100	60%	64%	64%	56%	25%	33%
Percentage of Tested Scoring 85-100	17%	20%	17%	6%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	71	55	40	0	0	0
Number Scoring 55-100	69	52	37	0	0	0
Number Scoring 65-100	58	43	30	0	0	0
Number Scoring 85-100	7	11	7	0	0	0
Percentage of Tested Scoring 55-100	97%	95%	93%	0%	0%	0%
Percentage of Tested Scoring 65-100	82%	78%	75%	0%	0%	0%
Percentage of Tested Scoring 85-100	10%	20%	17%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			19			0
Number Scoring 55-100			19			0
Number Scoring 65-100			19			0
Number Scoring 85-100			7			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			37%			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
<b>Comprehensive French</b>						
Number Tested	15	17	8	0	0	0
Number Scoring 55-100	15	15	8	0	0	0
Number Scoring 65-100	15	15	8	0	0	0
Number Scoring 85-100	4	9	4	0	0	0
Percentage of Tested Scoring 55-100	100%	88%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	88%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	27%	53%	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	56	58	34	0	1	0
Number Scoring 55-100	56	58	34	0	#	0
Number Scoring 65-100	56	57	33	0	#	0
Number Scoring 85-100	43	34	23	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	98%	97%	0%	#	0%
Percentage of Tested Scoring 85-100	77%	59%	68%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	71	52	3	0	0	0
Number Scoring 55-100	66	39	#	0	0	0
Number Scoring 65-100	64	36	#	0	0	0
Number Scoring 85-100	33	13	#	0	0	0
Percentage of Tested Scoring 55-100	93%	75%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	69%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	46%	25%	#	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	42	98%	59	93%
Students with Disabilities	0	0%	7	71%	5	40%

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
<b>Nov 2003</b>	General-Education Students	130	15%	12%	57%	17%
	Students with Disabilities	7	57%	14%	29%	0%
	All Students	137	17%	12%	55%	16%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	136	4%	55%	35%	5%
	Students with Disabilities	7	43%	57%	0%	0%
	All Students	143	6%	55%	34%	5%

(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
<b>Elementary Level</b>						
Social Studies	2	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	1	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

## 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	128	128	128	19	19	19	147	147	147
Number Scoring 55–64	9	7	7	3	1	0	12	8	7
Number Scoring 65–84	85	61	75	3	4	7	88	65	82
Number Scoring 85–100	16	35	36	0	1	0	16	36	36
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			24			1
Beginning (0-18)			1			#
Intermediate (19-31)			7			#
Advanced (32-36)			8			#
Proficient (37-39)			8			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			24			1
Beginning (0-14)			4			#
Intermediate (15-24)			5			#
Advanced (25-32)			11			#
Proficient (33-35)			4			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			25			5
Beginning (0-18)			0			0
Intermediate (19-31)			6			2
Advanced (32-36)			7			3
Proficient (37-39)			12			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			25			5
Beginning (0-14)			7			4
Intermediate (15-24)			10			1
Advanced (25-32)			5			0
Proficient (33-35)			3			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			11			0
Beginning (0-18)			2			0
Intermediate (19-31)			0			0
Advanced (32-36)			4			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			11			0
Beginning (0-14)			2			0
Intermediate (15-24)			5			0
Advanced (25-32)			2			0
Proficient (33-35)			2			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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			0			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			3			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			15			0
Beginning (0-18)			2			0
Intermediate (19-31)			6			0
Advanced (32-36)			6			0
Proficient (37-39)			1			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			14			0
Beginning (0-14)			0			0
Intermediate (15-24)			8			0
Advanced (25-32)			5			0
Proficient (33-35)			1			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)