

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	213	245	258
First	186	134	181
Second	188	179	133
Third	201	201	184
Fourth	213	195	200
Fifth	201	220	193
Sixth	231	212	224
Ungraded Elementary	0	0	0
Seventh	199	234	202
Eighth	212	200	227
Ninth	238	218	215
Tenth	213	216	203
Eleventh	208	207	204
Twelfth	191	214	212
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2694	2675	2636

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	41	1.5%	36	1.3%	38	1.4%
Black (Not Hispanic)	45	1.7%	43	1.6%	53	2.0%
Hispanic	16	0.6%	17	0.6%	12	0.5%
White (Not Hispanic)	2592	96.2%	2579	96.4%	2533	96.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	18	20	18
Common Branch	21	21	20
English Grade 8	20	20	21
Mathematics Grade 8	20	20	22
Science Grade 8	20	20	22
Social Studies Grade 8	20	20	22
English Grade 10	21	20	22
Mathematics Grade 10	21	21	22
Science Grade 10	21	20	21
Social Studies Grade 10	23	22	23

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.2%	8	0.3%	6	0.2%
Eligible for Free Lunch	313	11.6%	293	11.0%	308	11.7%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.1%		95.9%		96.2%
Student Suspensions	29	1.1%	41	1.5%	65	2.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	6.5%	5.8%	6.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	220
Total Other Professional Staff	21
Total Paraprofessionals	17
Teaching Out of Certification*	7

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	165	191	195
	Regents Diplomas	127	153	184
	% Regents Diplomas	77%	80%	94%
	Regents Diplomas with Advanced Designation**			104
	% Regents Diplomas with Advanced Designation			53%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	14	19	2
	Regents Diplomas	4	5	0
	% Regents Diplomas	29%	26%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	5	5	4
All Students	Total Graduates*	179	210	197
	Regents Diplomas	131	158	184
	% Regents Diplomas	73%	75%	93%
	Regents Diplomas with Advanced Designation**			104
	% Regents Diplomas with Advanced Designation			53%
	IEP Diplomas or Local Certificates	5	5	4

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	96	81	2	3	10	0	0	3
	Percent	49%	42%	1%	2%	5%	0%	0%	2%
Students with Disabilities	Number	0	1	0	0	1	0	0	0
	Percent	0%	50%	0%	0%	50%	0%	0%	0%
All Students	Number	96	82	2	3	11	0	0	3
	Percent	49%	42%	1%	2%	6%	0%	0%	2%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	9		9	1.2%	5	0.7%
	Entered GED Program*	5		7	0.9%	12	1.6%
	Total Noncompleters	14		16	2.1%	17	2.2%
Students with Disabilities	Dropped Out	4		3	1.8%	6	4.5%
	Entered GED Program*	3		4	2.4%	4	3.0%
	Total Noncompleters	7		7	4.2%	10	7.5%
All Students	Dropped Out	13	1.5%	12	1.3%	11	1.2%
	Entered GED Program*	8	0.9%	11	1.2%	16	1.8%
	Total Noncompleters	21	2.5%	23	2.5%	27	3.0%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	20	100%	16	100%	25	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	37	100%	62	100%	70	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	1	#	0	0%
Science	10	80%	1	#	4	#
Reading	5	100%	1	#	1	#
Writing	3	#	1	#	2	#
Global Studies	10	60%	1	#	2	#
U.S. Hist & Gov't	4	#	4	#	1	#

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	212	208	208	23	14	28
Number Scoring 55-100	206	205	205	21	13	26
Number Scoring 65-100	199	201	193	17	11	19
Number Scoring 85-100	147	146	118	6	2	3
Percentage of Tested Scoring 55-100	97%	99%	99%	91%	93%	93%
Percentage of Tested Scoring 65-100	94%	97%	93%	74%	79%	68%
Percentage of Tested Scoring 85-100	69%	70%	57%	26%	14%	11%
Mathematics A						
Number Tested	215	235	234	27	29	32
Number Scoring 55-100	200	235	232	20	29	30
Number Scoring 65-100	184	226	221	14	25	26
Number Scoring 85-100	59	83	48	2	1	0
Percentage of Tested Scoring 55-100	93%	100%	99%	74%	100%	94%
Percentage of Tested Scoring 65-100	86%	96%	94%	52%	86%	81%
Percentage of Tested Scoring 85-100	27%	35%	21%	7%	3%	0%
Mathematics B						
Number Tested	0	21	101	0	0	1
Number Scoring 55-100	0	21	98	0	0	#
Number Scoring 65-100	0	21	94	0	0	#
Number Scoring 85-100	0	21	39	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	100%	93%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	100%	39%	0%	0%	#
Global History and Geography						
Number Tested	239	227	257	27	42	32
Number Scoring 55-100	232	211	241	22	35	21
Number Scoring 65-100	214	189	224	14	26	13
Number Scoring 85-100	114	102	143	2	5	1
Percentage of Tested Scoring 55-100	97%	93%	94%	81%	83%	66%
Percentage of Tested Scoring 65-100	90%	83%	87%	52%	62%	41%
Percentage of Tested Scoring 85-100	48%	45%	56%	7%	12%	3%
U.S. History and Government						
Number Tested	212	209	224	25	17	29
Number Scoring 55-100	206	204	213	23	14	22
Number Scoring 65-100	191	193	198	17	9	20
Number Scoring 85-100	109	132	138	3	2	7
Percentage of Tested Scoring 55-100	97%	98%	95%	92%	82%	76%
Percentage of Tested Scoring 65-100	90%	92%	88%	68%	53%	69%
Percentage of Tested Scoring 85-100	51%	63%	62%	12%	12%	24%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	208	225	189	24	36	28
Number Scoring 55-100	204	224	183	20	35	23
Number Scoring 65-100	201	218	175	18	32	20
Number Scoring 85-100	90	102	89	2	5	1
Percentage of Tested Scoring 55-100	98%	100%	97%	83%	97%	82%
Percentage of Tested Scoring 65-100	97%	97%	93%	75%	89%	71%
Percentage of Tested Scoring 85-100	43%	45%	47%	8%	14%	4%
Physical Setting/Earth Science						
Number Tested	227	208	178	35	34	24
Number Scoring 55-100	219	188	173	31	23	22
Number Scoring 65-100	208	160	147	26	11	10
Number Scoring 85-100	105	71	53	4	0	0
Percentage of Tested Scoring 55-100	96%	90%	97%	89%	68%	92%
Percentage of Tested Scoring 65-100	92%	77%	83%	74%	32%	42%
Percentage of Tested Scoring 85-100	46%	34%	30%	11%	0%	0%
Physical Setting/Chemistry						
Number Tested	120	124	109	1	1	4
Number Scoring 55-100	118	123	109	#	#	#
Number Scoring 65-100	112	111	101	#	#	#
Number Scoring 85-100	33	34	38	#	#	#
Percentage of Tested Scoring 55-100	98%	99%	100%	#	#	#
Percentage of Tested Scoring 65-100	93%	90%	93%	#	#	#
Percentage of Tested Scoring 85-100	28%	27%	35%	#	#	#
Physical Setting/Physics						
Number Tested		66	71		0	0
Number Scoring 55-100		66	71		0	0
Number Scoring 65-100		66	71		0	0
Number Scoring 85-100		39	53		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		100%	100%		0%	0%
Percentage of Tested Scoring 85-100		59%	75%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	33	20	28	0	0	0
Number Scoring 55-100	33	20	28	0	0	0
Number Scoring 65-100	31	20	28	0	0	0
Number Scoring 85-100	15	11	12	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	45%	55%	43%	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	114	112	108	2	2	0
Number Scoring 55-100	113	111	106	#	#	0
Number Scoring 65-100	113	106	104	#	#	0
Number Scoring 85-100	77	56	73	#	#	0
Percentage of Tested Scoring 55-100	99%	99%	98%	#	#	0%
Percentage of Tested Scoring 65-100	99%	95%	96%	#	#	0%
Percentage of Tested Scoring 85-100	68%	50%	68%	#	#	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	156	1%	1%	30%	67%
	Students with Disabilities	35	11%	9%	51%	29%
	All Students	191	3%	3%	34%	60%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	189	0%	6%	65%	29%
	Students with Disabilities	35	6%	60%	31%	3%
	All Students	224	1%	15%	60%	25%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	209	209	209	8	8	8	217	217	217
Number Scoring 55–64	6	4	1	2	1	1	8	5	2
Number Scoring 65–84	82	59	76	1	0	3	83	59	79
Number Scoring 85–100	111	135	128	0	0	0	111	135	128
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		2	3		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
Reading and Writing (Grade 2-4)						
Number Tested		2	3		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
Listening and Speaking (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		1	1		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0
Reading and Writing (Grade 7-8)						
Number Tested		1	1		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0
Listening and Speaking (Grade 9-12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 9-12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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)