

New York State School Report Card Comprehensive Information Report

BEDS Code: 50-02-01-06-0003
 Name: North Garnerville Elementary School
 Principal: Martha Jones Powers

Grade Range : PK-4

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	36	18	18
Kindergarten	67	56	67
First	50	71	62
Second	53	49	63
Third	59	54	52
Fourth	52	66	59
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	13	12	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	0	0	0
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	0	0	0
Total K-12 Enrollment	294	308	303

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	17	5.8%	18	5.8%	11	3.6%
Black (Not Hispanic)	15	5.1%	21	6.8%	17	5.6%
Hispanic	73	24.8%	86	27.9%	88	29.0%
White (Not Hispanic)	189	64.3%	183	59.4%	187	61.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	19	21
Common Branch	17	18	18
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(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
14	All schools in this group are elementary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for elementary level schools in these districts.

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	33	10.0%	36	11.0%	37	11.5%
Eligible for Free Lunch	40	17.6%	64	25.4%	52	22.0%

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		95.7%		95.0%		96.1%
Student Suspensions	5	1.7%	5	1.7%	6	2.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	7.5%	6.8%	9.8%
Public Assistance	21-30%	11-20%	11-20%
Student Stability	98%	86%	93%

Staff Counts

Staff	2004-05
Total Teachers	25
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	0

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

(Form – B)

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		19	10		0	1
Beginning		1	1		0	#
Intermediate		6	5		0	#
Advanced		4	4		0	#
Proficient		8	0		0	#
Reading and Writing (Grade K-1)						
Number Tested		19	10		0	1
Beginning		5	4		0	#
Intermediate		3	4		0	#
Advanced		6	0		0	#
Proficient		5	2		0	#
Listening and Speaking (Grade 2-4)						
Number Tested		17	18		8	5
Beginning		0	0		0	0
Intermediate		5	5		4	0
Advanced		5	10		2	4
Proficient		7	3		2	1
Reading and Writing (Grade 2-4)						
Number Tested		17	18		8	5
Beginning		2	4		1	0
Intermediate		9	1		6	0
Advanced		5	7		1	3
Proficient		1	6		0	2
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)