

New York State School Report Card Comprehensive Information Report

BEDS Code: 62-20-02-06-0004
 Name: Ellenville High School
 Principal: Anthony Rigothi

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	171	184	196
Tenth	145	143	147
Eleventh	129	108	123
Twelfth	138	123	106
Ungraded Secondary	0	0	0
Total K-12 Enrollment	583	558	572

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	7	1.2%	10	1.8%	10	1.7%
Black (Not Hispanic)	62	10.6%	67	12.0%	60	10.5%
Hispanic	120	20.6%	132	23.7%	128	22.4%
White (Not Hispanic)	394	67.6%	349	62.5%	374	65.4%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
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	23	23	23
Mathematics Grade 10	23	20	25
Science Grade 10	24	28	21
Social Studies Grade 10	25	26	23

(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
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for secondary 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	19	3.3%	17	3.1%	17	3.0%
Eligible for Free Lunch	113	19.4%	129	23.1%	98	17.1%

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		88.9%		91.4%		89.8%
Student Suspensions	42	7.3%	71	12.2%	61	10.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	7.7%	7.0%	4.6%
Public Assistance	21-30%	21-30%	41-50%
Student Stability	96%	89%	94%

Staff Counts

Staff	2004-05
Total Teachers	42
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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*	117	100	88
	Regents Diplomas	75	66	63
	% Regents Diplomas	64%	66%	72%
	Regents Diplomas with Advanced Designation**			27
	% Regents Diplomas with Advanced Designation			31%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	6	6	2
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	5	4	3
All Students	Total Graduates*	123	106	90
	Regents Diplomas	75	66	64
	% Regents Diplomas	61%	62%	71%
	Regents Diplomas with Advanced Designation**			27
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates	5	4	3

* 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	31	40	2	3	0	0	12	0
	Percent	35%	45%	2%	3%	0%	0%	14%	0%
Students with Disabilities	Number	0	2	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	31	42	2	3	0	0	12	0
	Percent	34%	47%	2%	3%	0%	0%	13%	0%

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	31		33	7.0%	33	6.5%
	Entered GED Program*	23		9	1.9%	10	2.0%
	Total Noncompleters	54		42	8.9%	43	8.5%
Students with Disabilities	Dropped Out	9		14	18.4%	3	5.7%
	Entered GED Program*	0		1	1.3%	3	5.7%
	Total Noncompleters	9		15	19.7%	6	11.3%
All Students	Dropped Out	40	6.9%	47	8.6%	36	6.4%
	Entered GED Program*	23	3.9%	10	1.8%	13	2.3%
	Total Noncompleters	63	10.8%	57	10.4%	49	8.8%

*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	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%

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%	1	#
Science	1	#	3	#	2	#
Reading	2	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	2	#	3	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	4	#	11	64%
Science	4	#	20	55%	10	40%
Reading	12	92%	0	0%	2	#
Writing	2	#	0	0%	0	0%
Global Studies	6	83%	5	60%	3	#
U.S. Hist & Gov't	3	#	2	#	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	114	144	111	9	8	9
Number Scoring 55-100	81	131	95	2	7	6
Number Scoring 65-100	70	102	69	2	1	3
Number Scoring 85-100	16	33	22	0	0	0
Percentage of Tested Scoring 55-100	71%	91%	86%	22%	88%	67%
Percentage of Tested Scoring 65-100	61%	71%	62%	22%	12%	33%
Percentage of Tested Scoring 85-100	14%	23%	20%	0%	0%	0%
Mathematics A						
Number Tested	172	125	130	11	5	5
Number Scoring 55-100	125	122	121	5	5	3
Number Scoring 65-100	97	103	99	4	5	1
Number Scoring 85-100	17	25	30	4	0	0
Percentage of Tested Scoring 55-100	73%	98%	93%	45%	100%	60%
Percentage of Tested Scoring 65-100	56%	82%	76%	36%	100%	20%
Percentage of Tested Scoring 85-100	10%	20%	23%	36%	0%	0%
Mathematics B						
Number Tested	11	1	48	0	0	0
Number Scoring 55-100	8	#	44	0	0	0
Number Scoring 65-100	7	#	38	0	0	0
Number Scoring 85-100	3	#	6	0	0	0
Percentage of Tested Scoring 55-100	73%	#	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	64%	#	79%	0%	0%	0%
Percentage of Tested Scoring 85-100	27%	#	12%	0%	0%	0%
Global History and Geography						
Number Tested	134	141	136	11	13	10
Number Scoring 55-100	107	116	117	5	11	6
Number Scoring 65-100	86	98	101	3	8	1
Number Scoring 85-100	31	27	30	0	0	0
Percentage of Tested Scoring 55-100	80%	82%	86%	45%	85%	60%
Percentage of Tested Scoring 65-100	64%	70%	74%	27%	62%	10%
Percentage of Tested Scoring 85-100	23%	19%	22%	0%	0%	0%
U.S. History and Government						
Number Tested	115	118	111	7	9	10
Number Scoring 55-100	100	109	95	4	9	8
Number Scoring 65-100	92	101	83	4	8	7
Number Scoring 85-100	33	43	38	0	2	2
Percentage of Tested Scoring 55-100	87%	92%	86%	57%	100%	80%
Percentage of Tested Scoring 65-100	80%	86%	75%	57%	89%	70%
Percentage of Tested Scoring 85-100	29%	36%	34%	0%	22%	20%

(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	109	99	91	9	11	3
Number Scoring 55-100	106	97	81	8	9	#
Number Scoring 65-100	99	91	80	5	9	#
Number Scoring 85-100	28	21	23	0	0	#
Percentage of Tested Scoring 55-100	97%	98%	89%	89%	82%	#
Percentage of Tested Scoring 65-100	91%	92%	88%	56%	82%	#
Percentage of Tested Scoring 85-100	26%	21%	25%	0%	0%	#
Physical Setting/Earth Science						
Number Tested	93	126	132	7	8	6
Number Scoring 55-100	73	100	112	4	4	3
Number Scoring 65-100	60	81	89	2	3	1
Number Scoring 85-100	19	21	20	0	0	0
Percentage of Tested Scoring 55-100	78%	79%	85%	57%	50%	50%
Percentage of Tested Scoring 65-100	65%	64%	67%	29%	38%	17%
Percentage of Tested Scoring 85-100	20%	17%	15%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	55	40	56	0	0	0
Number Scoring 55-100	52	37	56	0	0	0
Number Scoring 65-100	43	30	46	0	0	0
Number Scoring 85-100	11	7	7	0	0	0
Percentage of Tested Scoring 55-100	95%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	78%	75%	82%	0%	0%	0%
Percentage of Tested Scoring 85-100	20%	17%	12%	0%	0%	0%
Physical Setting/Physics						
Number Tested		19	4		0	0
Number Scoring 55-100		19	#		0	0
Number Scoring 65-100		19	#		0	0
Number Scoring 85-100		7	#		0	0
Percentage of Tested Scoring 55-100		100%	#		0%	0%
Percentage of Tested Scoring 65-100		100%	#		0%	0%
Percentage of Tested Scoring 85-100		37%	#		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	17	8	5	0	0	0
Number Scoring 55-100	15	8	5	0	0	0
Number Scoring 65-100	15	8	5	0	0	0
Number Scoring 85-100	9	4	3	0	0	0
Percentage of Tested Scoring 55-100	88%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	53%	50%	60%	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	34	54	1	0	0
Number Scoring 55-100	58	34	53	#	0	0
Number Scoring 65-100	57	33	49	#	0	0
Number Scoring 85-100	34	23	21	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	98%	#	0%	0%
Percentage of Tested Scoring 65-100	98%	97%	91%	#	0%	0%
Percentage of Tested Scoring 85-100	59%	68%	39%	#	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)

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	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

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	97	97	97	6	6	6	103	103	103
Number Scoring 55–64	11	4	4	0	1	0	11	5	4
Number Scoring 65–84	49	39	59	3	3	3	52	42	62
Number Scoring 85–100	26	37	29	0	0	0	26	37	29
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 7-8)						
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 7-8)						
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
Listening and Speaking (Grade 9-12)						
Number Tested		13	13		0	0
Beginning		2	1		0	0
Intermediate		4	5		0	0
Advanced		6	5		0	0
Proficient		1	2		0	0
Reading and Writing (Grade 9-12)						
Number Tested		12	13		0	0
Beginning		0	1		0	0
Intermediate		8	5		0	0
Advanced		3	4		0	0
Proficient		1	3		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)