

# New York State District Report Card Comprehensive Information Report

BEDS Code: 03-11-01-06-0000

Name: Maine-Endwell Central School District

Superintendent: Mr. Gary R. Worden

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	223	192	213
First	205	214	186
Second	198	193	188
Third	193	205	201
Fourth	218	199	213
Fifth	206	219	201
Sixth	206	203	231
Ungraded Elementary	0	0	0
Seventh	221	213	199
Eighth	228	226	212
Ninth	249	238	238
Tenth	212	233	213
Eleventh	169	198	208
Twelfth	192	153	191
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2720	2686	2694

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	43	1.6%	42	1.6%	41	1.5%
Black (Not Hispanic)	37	1.4%	57	2.1%	45	1.7%
Hispanic	7	0.3%	8	0.3%	16	0.6%
White (Not Hispanic)	2633	96.8%	2579	96.0%	2592	96.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	19	18
Common Branch	21	21	21
English Grade 8	22	22	20
Mathematics Grade 8	22	22	20
Science Grade 8	23	22	20
Social Studies Grade 8	22	22	20
English Grade 10	21	26	21
Mathematics Grade 10	20	20	21
Science Grade 10	21	21	21
Social Studies Grade 10	23	25	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	10	0.4%	7	0.3%	5	0.2%
Eligible for Free Lunch	315	12.6%	283	11.4%	313	11.6%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.7%		95.4%		96.1%
Student Suspensions	43	1.6%	30	1.1%	29	1.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.3%	7.6%	6.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	214
Total Other Professional Staff	25
Total Paraprofessionals	11
Teaching Out of Certification*	6
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	165	125	76%	122	100	82%	165	127	77%
Students with Disabilities	16	5	31%	17	3	18%	14	4	29%
All Students	181	130	72%	139	103	74%	179	131	73%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	73	74	2	7	6	17
Percent	41%	41%	1%	4%	3%	9%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
14	4	5	19

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			5		9	
	Entered GED Program*			6		5	
	Total Noncompleters			11		14	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			3		3	
	Total Noncompleters			3		7	
All Students	Dropped Out	11	1.3%	5	0.6%	13	1.5%
	Entered GED Program*	34	4.1%	9	1.1%	8	0.9%
	Total Noncompleters	45	5.5%	14	1.7%	21	2.5%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		182	176
	Number of Students with Disabilities		42	37
	Number of All Students		224	213
	Percent of Enrollment		35%	33%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	24	100%	0	0%	20	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	84	93%	0	0%	37	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	2	#	0	0%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	1	#
Science	1	#	1	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	3	#	0	0%	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	15	100%	3	#
Science	5	20%	6	33%	10	80%
Reading	3	#	4	#	5	100%
Writing	3	#	4	#	3	#
Global Studies	1	#	10	60%	10	60%
U.S. Hist & Gov't	5	80%	3	#	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	176	192	212	18	15	23
Number Scoring 55–100	167	186	206	16	10	21
Number Scoring 65–100	153	173	199	13	7	17
Number Scoring 85–100	66	85	147	1	0	6
Percentage of Tested Scoring 55–100	95%	97%	97%	89%	67%	91%
Percentage of Tested Scoring 65–100	87%	90%	94%	72%	47%	74%
Percentage of Tested Scoring 85–100	38%	44%	69%	6%	0%	26%
<b>Mathematics A</b>						
Number Tested	6	24	215	0	3	27
Number Scoring 55–100	4	17	200	0	#	20
Number Scoring 65–100	0	6	184	0	#	14
Number Scoring 85–100	0	0	59	0	#	2
Percentage of Tested Scoring 55–100	67%	71%	93%	0%	#	74%
Percentage of Tested Scoring 65–100	0%	25%	86%	0%	#	52%
Percentage of Tested Scoring 85–100	0%	0%	27%	0%	#	7%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	186	215	239	17	28	27
Number Scoring 55–100	182	204	232	16	21	22
Number Scoring 65–100	170	180	214	13	14	14
Number Scoring 85–100	53	68	114	0	1	2
Percentage of Tested Scoring 55–100	98%	95%	97%	94%	75%	81%
Percentage of Tested Scoring 65–100	91%	84%	90%	76%	50%	52%
Percentage of Tested Scoring 85–100	28%	32%	48%	0%	4%	7%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	154	196	212	20	14	25
Number Scoring 55–100	146	189	206	15	12	23
Number Scoring 65–100	130	168	191	9	8	17
Number Scoring 85–100	63	66	109	3	1	3
Percentage of Tested Scoring 55–100	95%	96%	97%	75%	86%	92%
Percentage of Tested Scoring 65–100	84%	86%	90%	45%	57%	68%
Percentage of Tested Scoring 85–100	41%	34%	51%	15%	7%	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	169	209	208	8	15	24
Number Scoring 55–100	169	209	204	8	15	20
Number Scoring 65–100	168	207	201	8	15	18
Number Scoring 85–100	79	96	90	0	1	2
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	83%
Percentage of Tested Scoring 65–100	99%	99%	97%	100%	100%	75%
Percentage of Tested Scoring 85–100	47%	46%	43%	0%	7%	8%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	213	206	227	24	31	35
Number Scoring 55–100	203	198	219	21	26	31
Number Scoring 65–100	190	186	208	16	22	26
Number Scoring 85–100	94	91	105	2	5	4
Percentage of Tested Scoring 55–100	95%	96%	96%	88%	84%	89%
Percentage of Tested Scoring 65–100	89%	90%	92%	67%	71%	74%
Percentage of Tested Scoring 85–100	44%	44%	46%	8%	16%	11%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		96	120		1	1
Number Scoring 55–100		96	118		#	#
Number Scoring 65–100		88	112		#	#
Number Scoring 85–100		23	33		#	#
Percentage of Tested Scoring 55–100		100%	98%		#	#
Percentage of Tested Scoring 65–100		92%	93%		#	#
Percentage of Tested Scoring 85–100		24%	28%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	30	30	33	0	0	0
Number Scoring 55–100	30	30	33	0	0	0
Number Scoring 65–100	30	29	31	0	0	0
Number Scoring 85–100	15	11	15	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	37%	45%	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	99	104	114	0	0	2
Number Scoring 55–100	99	104	113	0	0	#
Number Scoring 65–100	96	101	113	0	0	#
Number Scoring 85–100	51	62	77	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	97%	99%	0%	0%	#
Percentage of Tested Scoring 85–100	52%	60%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	220	251	42	13	5	2
Number Scoring 55–100	196	226	33	10	5	#
Number Scoring 65–100	169	196	26	6	2	#
Number Scoring 85–100	85	115	8	1	0	#
Percentage of Tested Scoring 55–100	89%	90%	79%	77%	100%	#
Percentage of Tested Scoring 65–100	77%	78%	62%	46%	40%	#
Percentage of Tested Scoring 85–100	39%	46%	19%	8%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	137	158	190	6	5	1
Number Scoring 55–100	109	145	178	5	2	#
Number Scoring 65–100	93	139	165	4	2	#
Number Scoring 85–100	41	85	94	0	1	#
Percentage of Tested Scoring 55–100	80%	92%	94%	83%	40%	#
Percentage of Tested Scoring 65–100	68%	88%	87%	67%	40%	#
Percentage of Tested Scoring 85–100	30%	54%	49%	0%	20%	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	65	100%	54	100%	63	95%
Students with Disabilities	19	68%	7	100%	21	95%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	166	1%	6%	66%	28%
	Students with Disabilities	38	5%	13%	74%	8%
	All Students	204	1%	7%	67%	24%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	174	0%	25%	59%	16%
	Students with Disabilities	42	14%	76%	10%	0%
	All Students	216	3%	35%	49%	13%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	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

## 1999 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	170	170	170	17	17	17	187	187	187
Number Scoring 55–64	7	9	3	4	4	0	11	13	3
Number Scoring 65–84	104	95	78	10	9	6	114	104	84
Number Scoring 85–100	53	63	84	0	0	2	53	63	86
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)