

New York State School Report Card Comprehensive Information Report

BEDS Code: 62-20-02-06-0004

Grade Range : 9-12

Name: Ellenville High School

Principal: Jack Eckdahl

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	237	206	171
Tenth	150	147	145
Eleventh	106	130	129
Twelfth	103	91	138
Ungraded Secondary	0	0	0
Total K-12 Enrollment	596	574	583

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	11	1.8%	6	1.0%	7	1.2%
Black (Not Hispanic)	62	10.4%	56	9.8%	62	10.6%
Hispanic	133	22.3%	113	19.7%	120	20.6%
White (Not Hispanic)	390	65.4%	399	69.5%	394	67.6%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
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	28	23	23
Mathematics Grade 10	17	26	23
Science Grade 10	20	28	24
Social Studies Grade 10	22	27	25

(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
47	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 middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	22	3.7%	20	3.5%	19	3.3%
Eligible for Free Lunch	144	24.2%	101	17.6%	113	19.4%

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		90.5%		89.5%		88.9%
Student Suspensions	42	7.2%	12	2.0%	42	7.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.6%	4.5%	7.7%
Public Assistance	51-60%	21-30%	21-30%
Student Stability	93%	101%	96%

Staff Counts

Staff	2002–2003
Total Teachers	39
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	88	41	47%	78	46	59%	117	75	64%
Students with Disabilities	4	1	25%	0	0	0%	6	0	0%
All Students	92	42	46%	78	46	59%	123	75	61%

*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	48	40	3	10	1	21
Percent	39%	33%	2%	8%	1%	17%

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)
6	0	5	11

*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			23		31	
	Entered GED Program*			34		23	
	Total Noncompleters			57		54	
Students with Disabilities	Dropped Out			1		9	
	Entered GED Program*			3		0	
	Total Noncompleters			4		9	
All Students	Dropped Out	8	1.3%	24	4.2%	40	6.9%
	Entered GED Program*	9	1.5%	37	6.4%	23	3.9%
	Total Noncompleters	17	2.9%	61	10.6%	63	10.8%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
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	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	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	0	0%	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	0	0%	0	0%	1	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	0	0%	8	100%
Science	10	40%	0	0%	4	#
Reading	1	#	0	0%	12	92%
Writing	1	#	0	0%	2	#
Global Studies	4	#	0	0%	6	83%
U.S. Hist & Gov't	2	#	0	0%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	89	136	114	2	9	9
Number Scoring 55–100	86	120	81	#	4	2
Number Scoring 65–100	75	101	70	#	0	2
Number Scoring 85–100	22	41	16	#	0	0
Percentage of Tested Scoring 55–100	97%	88%	71%	#	44%	22%
Percentage of Tested Scoring 65–100	84%	74%	61%	#	0%	22%
Percentage of Tested Scoring 85–100	25%	30%	14%	#	0%	0%
Mathematics A						
Number Tested	0	50	172	0	2	11
Number Scoring 55–100	0	12	125	0	#	5
Number Scoring 65–100	0	7	97	0	#	4
Number Scoring 85–100	0	1	17	0	#	4
Percentage of Tested Scoring 55–100	0%	24%	73%	0%	#	45%
Percentage of Tested Scoring 65–100	0%	14%	56%	0%	#	36%
Percentage of Tested Scoring 85–100	0%	2%	10%	0%	#	36%
Mathematics B (first administered June 2001)						
Number Tested	0	0	11	0	0	0
Number Scoring 55–100	0	0	8	0	0	0
Number Scoring 65–100	0	0	7	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	73%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	64%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	27%	0%	0%	0%
Global History and Geography						
Number Tested	134	109	134	8	5	11
Number Scoring 55–100	131	98	107	8	3	5
Number Scoring 65–100	118	89	86	1	2	3
Number Scoring 85–100	58	15	31	0	0	0
Percentage of Tested Scoring 55–100	98%	90%	80%	100%	60%	45%
Percentage of Tested Scoring 65–100	88%	82%	64%	12%	40%	27%
Percentage of Tested Scoring 85–100	43%	14%	23%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	88	141	115	3	7	7
Number Scoring 55–100	76	123	100	#	4	4
Number Scoring 65–100	65	103	92	#	1	4
Number Scoring 85–100	28	33	33	#	0	0
Percentage of Tested Scoring 55–100	86%	87%	87%	#	57%	57%
Percentage of Tested Scoring 65–100	74%	73%	80%	#	14%	57%
Percentage of Tested Scoring 85–100	32%	23%	29%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	101	110	109	0	6	9
Number Scoring 55–100	99	94	106	0	4	8
Number Scoring 65–100	96	89	99	0	3	5
Number Scoring 85–100	18	32	28	0	0	0
Percentage of Tested Scoring 55–100	98%	85%	97%	0%	67%	89%
Percentage of Tested Scoring 65–100	95%	81%	91%	0%	50%	56%
Percentage of Tested Scoring 85–100	18%	29%	26%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	136	180	93	14	18	7
Number Scoring 55–100	99	123	73	4	10	4
Number Scoring 65–100	88	107	60	3	10	2
Number Scoring 85–100	27	29	19	1	1	0
Percentage of Tested Scoring 55–100	73%	68%	78%	29%	56%	57%
Percentage of Tested Scoring 65–100	65%	59%	65%	21%	56%	29%
Percentage of Tested Scoring 85–100	20%	16%	20%	7%	6%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		71	55		0	0
Number Scoring 55–100		69	52		0	0
Number Scoring 65–100		58	43		0	0
Number Scoring 85–100		7	11		0	0
Percentage of Tested Scoring 55–100		97%	95%		0%	0%
Percentage of Tested Scoring 65–100		82%	78%		0%	0%
Percentage of Tested Scoring 85–100		10%	20%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	13	15	17	0	0	0
Number Scoring 55–100	13	15	15	0	0	0
Number Scoring 65–100	13	15	15	0	0	0
Number Scoring 85–100	4	4	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	27%	53%	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	54	55	58	0	0	1
Number Scoring 55–100	54	55	58	0	0	#
Number Scoring 65–100	54	55	57	0	0	#
Number Scoring 85–100	50	42	34	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	93%	76%	59%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	102	98	2	0	0	0
Number Scoring 55–100	84	79	#	0	0	0
Number Scoring 65–100	65	64	#	0	0	0
Number Scoring 85–100	22	14	#	0	0	0
Percentage of Tested Scoring 55–100	82%	81%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	64%	65%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	22%	14%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	63	71	52	0	0	0
Number Scoring 55–100	57	66	39	0	0	0
Number Scoring 65–100	55	64	36	0	0	0
Number Scoring 85–100	26	33	13	0	0	0
Percentage of Tested Scoring 55–100	90%	93%	75%	0%	0%	0%
Percentage of Tested Scoring 65–100	87%	90%	69%	0%	0%	0%
Percentage of Tested Scoring 85–100	41%	46%	25%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	9	100%	0	0%	42	98%
Students with Disabilities	7	100%	0	0%	7	71%

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
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
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

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	131	131	131	11	11	11	142	142	142
Number Scoring 55–64	8	13	0	4	3	2	12	16	2
Number Scoring 65–84	59	71	76	2	3	4	61	74	80
Number Scoring 85–100	52	32	43	0	0	0	52	32	43
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)