

# New York State School Report Card Comprehensive Information Report

BEDS Code: 04-09-01-04-0002  
 Name: Ellicottville Middle School High School  
 Principal: Sherry Dunkleman

Grade Range : 6-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	27	34	0
Kindergarten	50	34	0
First	55	49	0
Second	49	53	0
Third	42	47	0
Fourth	54	42	0
Fifth	53	57	0
Sixth	55	52	56
Ungraded Elementary	1	0	0
Seventh	59	60	51
Eighth	55	52	61
Ninth	57	53	53
Tenth	50	56	52
Eleventh	82	46	51
Twelfth	49	77	46
Ungraded Secondary	5	0	0
Total K-12 Enrollment	716	678	370

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	23	3.2%	18	2.7%	8	2.2%
Black (Not Hispanic)	4	0.6%	5	0.7%	1	0.3%
Hispanic	6	0.8%	3	0.4%	4	1.1%
White (Not Hispanic)	683	95.4%	652	96.2%	357	96.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	12	11	18
Common Branch	18	17	0
English Grade 8	14	19	13
Mathematics Grade 8	15	17	22
Science Grade 8	13	13	18
Social Studies Grade 8	18	16	15
English Grade 10	0	0	17
Mathematics Grade 10	8	19	0
Science Grade 10	0	26	16
Social Studies Grade 10	16	19	16

(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
50	All schools in this group are secondary 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 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.8%	5	0.7%	0	0.0%
Eligible for Free Lunch	56	7.8%	97	14.3%	56	15.1%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.3%		95.6%		95.7%
Student Suspensions	110	15.5%	61	8.5%	35	5.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.1%	9.9%	8.4%
Public Assistance	21-30%	1-10%	21-30%
Student Stability	94%	100%	93%

### Staff Counts

Staff	2003-04
Total Teachers	28
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)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	40	29	72%	58	33	57%	45	30	67%
Students with Disabilities	2	0	0%	5	0	0%	2	0	0%
All Students	42	29	69%	63	33	52%	47	30	64%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	22	10	0	5	10	0
Percent	47%	21%	0%	11%	21%	0%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
2	0	1	3

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

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	4		2		3	1.6%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	4		3		3	1.6%
Students with Disabilities	Dropped Out	3		1		1	8.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		1		1	8.3%
All Students	Dropped Out	7	2.9%	3	1.3%	4	2.0%
	Entered GED Program*	0	0.0%	1	0.4%	0	0.0%
	Total Noncompleters	7	2.9%	4	1.7%	4	2.0%

\*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)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	-7
	Number of Students with Disabilities	0	0	7
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	160	140	158
	Number of Students with Disabilities	0	17	10
	Number of All Students	160	157	168
	Percent of Enrollment	94%	96%	100%
9-12	Number of General-Education Students	28	225	178
	Number of Students with Disabilities	20	7	27
	Number of All Students	48	232	205
	Percent of Enrollment	20%	100%	101%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	2	#	1	#
Science	1	#	1	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	5	100%	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	1	#
Science	0	0%	1	#	0	0%
Reading	0	0%	2	#	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	74	49	50	0	1	1
Number Scoring 55-100	66	48	50	0	#	#
Number Scoring 65-100	55	47	47	0	#	#
Number Scoring 85-100	15	22	27	0	#	#
Percentage of Tested Scoring 55-100	89%	98%	100%	0%	#	#
Percentage of Tested Scoring 65-100	74%	96%	94%	0%	#	#
Percentage of Tested Scoring 85-100	20%	45%	54%	0%	#	#
<b>Mathematics A</b>						
Number Tested	9	62	57	0	1	1
Number Scoring 55-100	1	51	54	0	#	#
Number Scoring 65-100	1	41	51	0	#	#
Number Scoring 85-100	0	17	16	0	#	#
Percentage of Tested Scoring 55-100	11%	82%	95%	0%	#	#
Percentage of Tested Scoring 65-100	11%	66%	89%	0%	#	#
Percentage of Tested Scoring 85-100	0%	27%	28%	0%	#	#
<b>Mathematics B</b>						
Number Tested	0	0	29	0	0	0
Number Scoring 55-100	0	0	19	0	0	0
Number Scoring 65-100	0	0	17	0	0	0
Number Scoring 85-100	0	0	5	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	66%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	59%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	17%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	45	61	57	0	1	2
Number Scoring 55-100	43	57	52	0	#	#
Number Scoring 65-100	34	54	47	0	#	#
Number Scoring 85-100	6	25	17	0	#	#
Percentage of Tested Scoring 55-100	96%	93%	91%	0%	#	#
Percentage of Tested Scoring 65-100	76%	89%	82%	0%	#	#
Percentage of Tested Scoring 85-100	13%	41%	30%	0%	#	#
<b>U.S. History and Government</b>						
Number Tested	64	58	41	0	1	1
Number Scoring 55-100	62	57	41	0	#	#
Number Scoring 65-100	51	53	40	0	#	#
Number Scoring 85-100	24	30	25	0	#	#
Percentage of Tested Scoring 55-100	97%	98%	100%	0%	#	#
Percentage of Tested Scoring 65-100	80%	91%	98%	0%	#	#
Percentage of Tested Scoring 85-100	38%	52%	61%	0%	#	#

(Form - F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	50	51	48	1	0	2
Number Scoring 55-100	47	50	47	#	0	#
Number Scoring 65-100	40	49	47	#	0	#
Number Scoring 85-100	8	12	19	#	0	#
Percentage of Tested Scoring 55-100	94%	98%	98%	#	0%	#
Percentage of Tested Scoring 65-100	80%	96%	98%	#	0%	#
Percentage of Tested Scoring 85-100	16%	24%	40%	#	0%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	42	44	47	0	0	1
Number Scoring 55-100	41	41	44	0	0	#
Number Scoring 65-100	38	40	41	0	0	#
Number Scoring 85-100	11	25	21	0	0	#
Percentage of Tested Scoring 55-100	98%	93%	94%	0%	0%	#
Percentage of Tested Scoring 65-100	90%	91%	87%	0%	0%	#
Percentage of Tested Scoring 85-100	26%	57%	45%	0%	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	48	29	37	1	0	0
Number Scoring 55-100	45	27	37	#	0	0
Number Scoring 65-100	38	22	33	#	0	0
Number Scoring 85-100	7	4	8	#	0	0
Percentage of Tested Scoring 55-100	94%	93%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	79%	76%	89%	#	0%	0%
Percentage of Tested Scoring 85-100	15%	14%	22%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			8			0
Number Scoring 55-100			8			0
Number Scoring 65-100			8			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			38%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	9	26	16	0	0	0
Number Scoring 55-100	9	25	16	0	0	0
Number Scoring 65-100	6	24	16	0	0	0
Number Scoring 85-100	6	13	12	0	0	0
Percentage of Tested Scoring 55-100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	67%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	67%	50%	75%	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	24	41	22	0	0	0
Number Scoring 55-100	24	41	22	0	0	0
Number Scoring 65-100	23	40	22	0	0	0
Number Scoring 85-100	9	18	11	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	38%	44%	50%	0%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	38	22	1	0	0	0
Number Scoring 55-100	29	18	#	0	0	0
Number Scoring 65-100	28	16	#	0	0	0
Number Scoring 85-100	11	11	#	0	0	0
Percentage of Tested Scoring 55-100	76%	82%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	74%	73%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	29%	50%	#	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	33	91%	11	91%	8	100%
Students with Disabilities	1	#	2	#	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	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
<b>June 2004</b>	General-Education Students	54	0%	30%	37%	33%
	Students with Disabilities	5	60%	40%	0%	0%
	All Students	59	5%	31%	34%	31%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	0	0	0	0	0	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

## 2000 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	39	39	39	2	2	2	41	41	41
Number Scoring 55–64	#	#	#	#	#	#	2	1	1
Number Scoring 65–84	#	#	#	#	#	#	31	12	27
Number Scoring 85–100	#	#	#	#	#	#	6	26	12
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)