

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-04-01-02-0000  
 Name: Elwood Union Free School District  
 Superintendent: William J. Swart

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	187	198	193
First	200	207	205
Second	196	202	199
Third	205	215	214
Fourth	193	220	215
Fifth	201	187	218
Sixth	216	207	186
Ungraded Elementary	0	0	0
Seventh	182	217	209
Eighth	172	180	209
Ninth	160	178	195
Tenth	165	157	172
Eleventh	142	163	143
Twelfth	141	131	154
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2360	2462	2512

## 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	161	6.8%	150	6.1%	182	7.2%
Black (Not Hispanic)	257	10.9%	255	10.4%	243	9.7%
Hispanic	145	6.1%	171	6.9%	195	7.8%
White (Not Hispanic)	1797	76.1%	1886	76.6%	1892	75.3%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	20	19
Common Branch	22	22	22
English Grade 8	25	26	23
Mathematics Grade 8	23	25	23
Science Grade 8	25	26	24
Social Studies Grade 8	25	24	23
English Grade 10	25	26	23
Mathematics Grade 10	17	19	21
Science Grade 10	21	24	25
Social Studies Grade 10	24	28	27

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	111	4.7%	92	3.7%	89	3.5%
<b>Eligible for Free Lunch</b>	170	7.8%	178	7.9%	168	7.2%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.9%		96.2%		95.9%
<b>Student Suspensions</b>	59	2.6%	71	3.0%	62	2.5%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.1%	3.1%	2.9%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	179
Total Other Professional Staff	31
Total Paraprofessionals	27
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	121	99	82%	108	92	85%	137	117	85%
Students with Disabilities	10	0	0%	16	6	38%	9	5	56%
All Students	131	99	76%	124	98	79%	146	122	84%

\*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	105	34	0	0	7	0
Percent	72%	23%	0%	0%	5%	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)
9	5	2	11

\*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.
<b>General-Education Students</b>	Dropped Out	2		2		10	1.6%
	Entered GED Program*	2		1		3	0.5%
	Total Noncompleters	4		3		13	2.1%
<b>Students with Disabilities</b>	Dropped Out	0		0		3	4.1%
	Entered GED Program*	0		2		0	0.0%
	Total Noncompleters	0		2		3	4.1%
<b>All Students</b>	Dropped Out	2	0.3%	2	0.3%	13	1.9%
	Entered GED Program*	2	0.3%	3	0.5%	3	0.4%
	Total Noncompleters	4	0.7%	5	0.8%	16	2.3%

\*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	100%	0%	0%
2-3	49%	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	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	161	173	209
	Number of Students with Disabilities	12	6	0
	Number of All Students	173	179	209
	Percent of Enrollment	30%	30%	35%
9-12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	4		
Completed and Passed Regents Exams	4	100%	77%
Completed and had Course Average of 75% or More	4	100%	81%
Completed and Attained a HS Diploma or Equivalent	4	100%	96%
Completed and Whose Status is Known	4		
Completed and Were Successfully Placed	4	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

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	37	97%	0	0%	33	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	113	85%	139	96%	168	89%

## 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%	1	#

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	14	93%	6	50%
Science	11	27%	13	54%	9	33%
Reading	11	82%	0	0%	5	80%
Writing	7	71%	7	86%	0	0%
Global Studies	14	21%	15	60%	5	80%
U.S. Hist & Gov't	13	54%	5	100%	4	#

(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	148	168	149	22	15	16
Number Scoring 55-100	136	150	135	13	7	10
Number Scoring 65-100	129	146	124	12	4	6
Number Scoring 85-100	76	85	76	1	0	1
Percentage of Tested Scoring 55-100	92%	89%	91%	59%	47%	62%
Percentage of Tested Scoring 65-100	87%	87%	83%	55%	27%	38%
Percentage of Tested Scoring 85-100	51%	51%	51%	5%	0%	6%
<b>Mathematics A</b>						
Number Tested	54	201	194	0	23	22
Number Scoring 55-100	54	166	186	0	12	20
Number Scoring 65-100	52	146	176	0	4	17
Number Scoring 85-100	43	51	82	0	0	3
Percentage of Tested Scoring 55-100	100%	83%	96%	0%	52%	91%
Percentage of Tested Scoring 65-100	96%	73%	91%	0%	17%	77%
Percentage of Tested Scoring 85-100	80%	25%	42%	0%	0%	14%
<b>Mathematics B</b>						
Number Tested	0	45	95	0	0	0
Number Scoring 55-100	0	45	92	0	0	0
Number Scoring 65-100	0	44	85	0	0	0
Number Scoring 85-100	0	19	33	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	98%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	42%	35%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	174	169	172	13	22	14
Number Scoring 55-100	162	154	161	7	16	8
Number Scoring 65-100	145	148	157	4	11	5
Number Scoring 85-100	69	98	100	1	1	0
Percentage of Tested Scoring 55-100	93%	91%	94%	54%	73%	57%
Percentage of Tested Scoring 65-100	83%	88%	91%	31%	50%	36%
Percentage of Tested Scoring 85-100	40%	58%	58%	8%	5%	0%
<b>U.S. History and Government</b>						
Number Tested	153	161	145	19	10	16
Number Scoring 55-100	143	158	135	14	10	11
Number Scoring 65-100	139	154	134	14	7	11
Number Scoring 85-100	78	104	105	3	2	5
Percentage of Tested Scoring 55-100	93%	98%	93%	74%	100%	69%
Percentage of Tested Scoring 65-100	91%	96%	92%	74%	70%	69%
Percentage of Tested Scoring 85-100	51%	65%	72%	16%	20%	31%

(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	144	169	168	7	11	10
Number Scoring 55-100	142	165	161	7	10	8
Number Scoring 65-100	137	155	151	7	7	6
Number Scoring 85-100	46	57	47	0	0	1
Percentage of Tested Scoring 55-100	99%	98%	96%	100%	91%	80%
Percentage of Tested Scoring 65-100	95%	92%	90%	100%	64%	60%
Percentage of Tested Scoring 85-100	32%	34%	28%	0%	0%	10%
<b>Physical Setting/Earth Science</b>						
Number Tested	189	169	186	16	8	14
Number Scoring 55-100	169	160	168	9	6	7
Number Scoring 65-100	155	149	147	6	4	3
Number Scoring 85-100	73	73	55	0	1	1
Percentage of Tested Scoring 55-100	89%	95%	90%	56%	75%	50%
Percentage of Tested Scoring 65-100	82%	88%	79%	38%	50%	21%
Percentage of Tested Scoring 85-100	39%	43%	30%	0%	12%	7%
<b>Physical Setting/Chemistry</b>						
Number Tested	91	90	116	3	3	1
Number Scoring 55-100	90	86	115	#	#	#
Number Scoring 65-100	77	71	100	#	#	#
Number Scoring 85-100	24	19	39	#	#	#
Percentage of Tested Scoring 55-100	99%	96%	99%	#	#	#
Percentage of Tested Scoring 65-100	85%	79%	86%	#	#	#
Percentage of Tested Scoring 85-100	26%	21%	34%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			39			0
Number Scoring 55-100			39			0
Number Scoring 65-100			38			0
Number Scoring 85-100			11			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			97%			0%
Percentage of Tested Scoring 85-100			28%			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	24	18	18	0	0	0
Number Scoring 55-100	24	18	18	0	0	0
Number Scoring 65-100	24	18	18	0	0	0
Number Scoring 85-100	14	13	14	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	58%	72%	78%	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	56	73	78	2	1	0
Number Scoring 55-100	56	73	78	#	#	0
Number Scoring 65-100	56	73	78	#	#	0
Number Scoring 85-100	54	70	71	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	96%	96%	91%	#	#	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	119	51	0	4	1	0
Number Scoring 55-100	112	42	0	#	#	0
Number Scoring 65-100	109	36	0	#	#	0
Number Scoring 85-100	46	11	0	#	#	0
Percentage of Tested Scoring 55-100	94%	82%	0%	#	#	0%
Percentage of Tested Scoring 65-100	92%	71%	0%	#	#	0%
Percentage of Tested Scoring 85-100	39%	22%	0%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	20	30%	10	100%	1	#
Students with Disabilities	10	60%	2	#	3	#

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	205	3%	4%	37%	56%
	Students with Disabilities	13	31%	23%	46%	0%
	All Students	218	5%	5%	38%	53%

## 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	190	0%	13%	67%	21%
	Students with Disabilities	19	5%	47%	47%	0%
	All Students	209	0%	16%	65%	19%

(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	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	139	139	139	16	16	16	155	155	155
Number Scoring 55–64	1	0	2	3	3	1	4	3	3
Number Scoring 65–84	64	38	69	5	6	9	69	44	78
Number Scoring 85–100	63	95	63	1	2	0	64	97	63
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			21			0
Beginning (0-18)			1			0
Intermediate (19-31)			2			0
Advanced (32-36)			9			0
Proficient (37-39)			9			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			21			0
Beginning (0-14)			6			0
Intermediate (15-24)			0			0
Advanced (25-32)			12			0
Proficient (33-35)			3			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			33			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			18			#
Proficient (37-39)			14			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			33			1
Beginning (0-14)			7			#
Intermediate (15-24)			9			#
Advanced (25-32)			13			#
Proficient (33-35)			4			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			9			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			4			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			9			0
Beginning (0-14)			0			0
Intermediate (15-24)			5			0
Advanced (25-32)			4			0
Proficient (33-35)			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)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			21			1
Beginning (0-18)			0			#
Intermediate (19-31)			4			#
Advanced (32-36)			9			#
Proficient (37-39)			8			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			21			1
Beginning (0-14)			1			#
Intermediate (15-24)			8			#
Advanced (25-32)			10			#
Proficient (33-35)			2			#

\*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)