

# New York State District Report Card Comprehensive Information Report

BEDS Code: 59-08-01-04-0000  
 Name: Eldred Central School District  
 Superintendent: Ivan J. Katz

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	39	44	34
First	38	43	50
Second	56	42	39
Third	59	63	48
Fourth	61	58	68
Fifth	76	61	64
Sixth	65	70	65
Ungraded Elementary	0	0	0
Seventh	58	66	75
Eighth	68	54	66
Ninth	58	79	63
Tenth	48	53	64
Eleventh	56	42	53
Twelfth	52	50	44
Ungraded Secondary	0	0	0
Total K-12 Enrollment	734	725	733

## 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	7	1.0%	7	1.0%	8	1.1%
Black (Not Hispanic)	8	1.1%	11	1.5%	15	2.0%
Hispanic	17	2.3%	23	3.2%	25	3.4%
White (Not Hispanic)	702	95.6%	684	94.3%	685	93.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	23	17
Common Branch	19	21	22
English Grade 8	23	0	22
Mathematics Grade 8	0	19	22
Science Grade 8	20	18	22
Social Studies Grade 8	0	0	0
English Grade 10	16	18	20
Mathematics Grade 10	13	19	18
Science Grade 10	0	0	21
Social Studies Grade 10	17	20	19

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.7%	5	0.7%	6	0.8%
Eligible for Free Lunch	89	12.1%	77	10.6%	101	13.8%

### 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		94.9%		93.7%		93.0%
Student Suspensions	58	7.6%	28	3.8%	56	7.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.2%	7.7%	10.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2003-04
Total Teachers	59
Total Other Professional Staff	11
Total Paraprofessionals	16
Teaching Out of Certification*	8

\*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	48	24	50%	48	28	58%	39	23	59%
Students with Disabilities	4	0	0%	2	0	0%	3	0	0%
All Students	52	24	46%	50	28	56%	42	23	55%

\*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	10	20	1	2	7	2
Percent	24%	48%	2%	5%	17%	5%

## 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)
3	0	1	4

\*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	8		1		7	3.5%
	Entered GED Program*	1		2		0	0.0%
	Total Noncompleters	9		3		7	3.5%
Students with Disabilities	Dropped Out	0		1		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		0	0.0%
All Students	Dropped Out	8	3.7%	2	0.9%	7	3.0%
	Entered GED Program*	1	0.5%	2	0.9%	0	0.0%
	Total Noncompleters	9	4.2%	4	1.8%	7	3.0%

\*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	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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	84	224	224
	Number of Students with Disabilities	10	0	0
	Number of All Students	94	224	224
	Percent of Enrollment	44%	100%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	1		
Completed and Passed Regents Exams	1	100%	77%
Completed and had Course Average of 75% or More	1	100%	81%
Completed and Attained a HS Diploma or Equivalent	1	100%	96%
Completed and Whose Status is Known	1		
Completed and Were Successfully Placed	1	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0		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	19	79%	22	100%	18	89%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	27	63%	40	68%	31	68%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	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%	3	#	3	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	5	100%	8	88%
Science	1	#	6	33%	5	40%
Reading	7	100%	4	#	0	0%
Writing	7	86%	4	#	1	#
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	3	#	3	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	7	100%	6	100%
Science	3	#	3	#	5	60%
Reading	4	#	3	#	7	86%
Writing	4	#	3	#	7	100%
Global Studies	1	#	2	#	2	#
U.S. Hist & Gov't	2	#	2	#	2	#

(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	53	52	61	1	4	8
Number Scoring 55-100	48	40	54	#	#	2
Number Scoring 65-100	36	34	43	#	#	2
Number Scoring 85-100	21	11	20	#	#	0
Percentage of Tested Scoring 55-100	91%	77%	89%	#	#	25%
Percentage of Tested Scoring 65-100	68%	65%	70%	#	#	25%
Percentage of Tested Scoring 85-100	40%	21%	33%	#	#	0%
<b>Mathematics A</b>						
Number Tested	2	61	75	1	2	9
Number Scoring 55-100	#	43	71	#	#	7
Number Scoring 65-100	#	38	60	#	#	4
Number Scoring 85-100	#	16	18	#	#	0
Percentage of Tested Scoring 55-100	#	70%	95%	#	#	78%
Percentage of Tested Scoring 65-100	#	62%	80%	#	#	44%
Percentage of Tested Scoring 85-100	#	26%	24%	#	#	0%
<b>Mathematics B</b>						
Number Tested	0	0	11	0	0	0
Number Scoring 55-100	0	0	11	0	0	0
Number Scoring 65-100	0	0	10	0	0	0
Number Scoring 85-100	0	0	3	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	91%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	27%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	47	53	63	4	7	5
Number Scoring 55-100	47	52	60	#	7	5
Number Scoring 65-100	45	47	51	#	5	1
Number Scoring 85-100	15	21	21	#	1	0
Percentage of Tested Scoring 55-100	100%	98%	95%	#	100%	100%
Percentage of Tested Scoring 65-100	96%	89%	81%	#	71%	20%
Percentage of Tested Scoring 85-100	32%	40%	33%	#	14%	0%
<b>U.S. History and Government</b>						
Number Tested	62	51	53	2	3	8
Number Scoring 55-100	56	47	48	#	#	6
Number Scoring 65-100	46	40	39	#	#	3
Number Scoring 85-100	12	9	24	#	#	0
Percentage of Tested Scoring 55-100	90%	92%	91%	#	#	75%
Percentage of Tested Scoring 65-100	74%	78%	74%	#	#	38%
Percentage of Tested Scoring 85-100	19%	18%	45%	#	#	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	54	59	55	7	5	4
Number Scoring 55-100	54	57	54	7	4	#
Number Scoring 65-100	52	54	50	7	2	#
Number Scoring 85-100	12	14	5	1	0	#
Percentage of Tested Scoring 55-100	100%	97%	98%	100%	80%	#
Percentage of Tested Scoring 65-100	96%	92%	91%	100%	40%	#
Percentage of Tested Scoring 85-100	22%	24%	9%	14%	0%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	58	50	45	3	5	1
Number Scoring 55-100	57	44	42	#	5	#
Number Scoring 65-100	52	39	41	#	3	#
Number Scoring 85-100	26	19	16	#	2	#
Percentage of Tested Scoring 55-100	98%	88%	93%	#	100%	#
Percentage of Tested Scoring 65-100	90%	78%	91%	#	60%	#
Percentage of Tested Scoring 85-100	45%	38%	36%	#	40%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	5	11	19	0	0	0
Number Scoring 55-100	5	10	19	0	0	0
Number Scoring 65-100	5	6	18	0	0	0
Number Scoring 85-100	1	1	3	0	0	0
Percentage of Tested Scoring 55-100	100%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	55%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	20%	9%	16%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			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	12	4	6	0	0	0
Number Scoring 55-100	12	#	6	0	0	0
Number Scoring 65-100	11	#	6	0	0	0
Number Scoring 85-100	4	#	4	0	0	0
Percentage of Tested Scoring 55-100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	#	67%	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	11	9	12	1	0	0
Number Scoring 55-100	11	9	12	#	0	0
Number Scoring 65-100	9	9	8	#	0	0
Number Scoring 85-100	3	4	5	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	82%	100%	67%	#	0%	0%
Percentage of Tested Scoring 85-100	27%	44%	42%	#	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	23	27	2	0	1	0
Number Scoring 55-100	20	17	#	0	#	0
Number Scoring 65-100	18	13	#	0	#	0
Number Scoring 85-100	5	4	#	0	#	0
Percentage of Tested Scoring 55-100	87%	63%	#	0%	#	0%
Percentage of Tested Scoring 65-100	78%	48%	#	0%	#	0%
Percentage of Tested Scoring 85-100	22%	15%	#	0%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	100%	15	87%	20	90%
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	52	2%	2%	62%	35%
	Students with Disabilities	9	11%	11%	56%	22%
	All Students	61	3%	3%	61%	33%

## 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	60	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	63	0%	25%	56%	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	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	42	42	42	1	1	1	43	43	43
Number Scoring 55–64	#	#	#	#	#	#	0	3	1
Number Scoring 65–84	#	#	#	#	#	#	28	26	24
Number Scoring 85–100	#	#	#	#	#	#	14	8	17
Approved Alternatives	#	#	#	#	#	#	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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			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			1			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			1			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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)