

# 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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	44	34	33
First	43	50	52
Second	42	39	39
Third	63	48	48
Fourth	58	68	65
Fifth	61	64	60
Sixth	70	65	65
Ungraded Elementary	0	0	0
Seventh	66	75	61
Eighth	54	66	71
Ninth	79	63	62
Tenth	53	64	56
Eleventh	42	53	59
Twelfth	50	44	54
Ungraded Secondary	0	0	0
Total K-12 Enrollment	725	733	725

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	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%	8	1.1%	12	1.7%
Black (Not Hispanic)	11	1.5%	15	2.0%	18	2.5%
Hispanic	23	3.2%	25	3.4%	24	3.3%
White (Not Hispanic)	684	94.3%	685	93.5%	671	92.6%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	23	17	22
Common Branch	21	22	21
English Grade 8	0	22	0
Mathematics Grade 8	19	22	0
Science Grade 8	18	22	20
Social Studies Grade 8	0	0	19
English Grade 10	18	20	19
Mathematics Grade 10	19	18	13
Science Grade 10	0	21	16
Social Studies Grade 10	20	19	21

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.7%	6	0.8%	4	0.6%
Eligible for Free Lunch	77	10.6%	101	13.8%	60	8.3%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.7%		93.0%		94.5%
Student Suspensions	28	3.8%	56	7.7%	48	6.6%

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

	2002-03	2003-04	2004-05
Reduced Lunch	7.7%	10.0%	7.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	59
Total Other Professional Staff	11
Total Paraprofessionals	16
Teaching Out of Certification*	5

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	48	39	39
	Regents Diplomas	28	23	29
	% Regents Diplomas	58%	59%	74%
	Regents Diplomas with Advanced Designation**			12
	% Regents Diplomas with Advanced Designation			31%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	2	3	6
	Regents Diplomas	0	0	2
	% Regents Diplomas	0%	0%	33%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	1	1
<b>All Students</b>	Total Graduates*	50	42	45
	Regents Diplomas	28	23	31
	% Regents Diplomas	56%	55%	69%
	Regents Diplomas with Advanced Designation**			12
	% Regents Diplomas with Advanced Designation			27%
	IEP Diplomas or Local Certificates	2	1	1

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	12	20	2	2	2	1	0	0
	<b>Percent</b>	31%	51%	5%	5%	5%	3%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	5	0	0	1	0	0	0
	<b>Percent</b>	0%	83%	0%	0%	17%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	12	25	2	2	3	1	0	0
	<b>Percent</b>	27%	56%	4%	4%	7%	2%	0%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	1		7	3.5%	4	1.9%
	Entered GED Program*	2		0	0.0%	0	0.0%
	Total Noncompleters	3		7	3.5%	4	1.9%
<b>Students with Disabilities</b>	Dropped Out	1		0	0.0%	3	9.7%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	3	9.7%
<b>All Students</b>	Dropped Out	2	0.9%	7	3.0%	7	2.9%
	Entered GED Program*	2	0.9%	0	0.0%	0	0.0%
	Total Noncompleters	4	1.8%	7	3.0%	7	2.9%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	224	224	221
	Number of Students with Disabilities	0	0	10
	Number of All Students	224	224	231
	Percent of Enrollment	100%	100%	100%

## 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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	22	100%	18	89%	16	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	40	68%	31	68%	29	86%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	3	#	3	#	2	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	8	88%	5	80%
Science	6	33%	5	40%	2	#
Reading	4	#	0	0%	9	89%
Writing	4	#	1	#	8	100%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	3	#	1	#	6	67%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	6	100%	2	#
Science	3	#	5	60%	6	100%
Reading	3	#	7	86%	4	#
Writing	3	#	7	100%	3	#
Global Studies	2	#	2	#	0	0%
U.S. Hist & Gov't	2	#	2	#	3	#

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	52	61	57	4	8	3
Number Scoring 55-100	40	54	44	#	2	#
Number Scoring 65-100	34	43	38	#	2	#
Number Scoring 85-100	11	20	18	#	0	#
Percentage of Tested Scoring 55-100	77%	89%	77%	#	25%	#
Percentage of Tested Scoring 65-100	65%	70%	67%	#	25%	#
Percentage of Tested Scoring 85-100	21%	33%	32%	#	0%	#
<b>Mathematics A</b>						
Number Tested	61	75	90	2	9	4
Number Scoring 55-100	43	71	90	#	7	#
Number Scoring 65-100	38	60	75	#	4	#
Number Scoring 85-100	16	18	23	#	0	#
Percentage of Tested Scoring 55-100	70%	95%	100%	#	78%	#
Percentage of Tested Scoring 65-100	62%	80%	83%	#	44%	#
Percentage of Tested Scoring 85-100	26%	24%	26%	#	0%	#
<b>Mathematics B</b>						
Number Tested	0	11	41	0	0	0
Number Scoring 55-100	0	11	30	0	0	0
Number Scoring 65-100	0	10	18	0	0	0
Number Scoring 85-100	0	3	6	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	73%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	91%	44%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	27%	15%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	53	63	58	7	5	3
Number Scoring 55-100	52	60	55	7	5	#
Number Scoring 65-100	47	51	46	5	1	#
Number Scoring 85-100	21	21	18	1	0	#
Percentage of Tested Scoring 55-100	98%	95%	95%	100%	100%	#
Percentage of Tested Scoring 65-100	89%	81%	79%	71%	20%	#
Percentage of Tested Scoring 85-100	40%	33%	31%	14%	0%	#
<b>U.S. History and Government</b>						
Number Tested	51	53	59	3	8	3
Number Scoring 55-100	47	48	44	#	6	#
Number Scoring 65-100	40	39	37	#	3	#
Number Scoring 85-100	9	24	15	#	0	#
Percentage of Tested Scoring 55-100	92%	91%	75%	#	75%	#
Percentage of Tested Scoring 65-100	78%	74%	63%	#	38%	#
Percentage of Tested Scoring 85-100	18%	45%	25%	#	0%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	59	55	56	5	4	4
Number Scoring 55-100	57	54	56	4	#	#
Number Scoring 65-100	54	50	54	2	#	#
Number Scoring 85-100	14	5	18	0	#	#
Percentage of Tested Scoring 55-100	97%	98%	100%	80%	#	#
Percentage of Tested Scoring 65-100	92%	91%	96%	40%	#	#
Percentage of Tested Scoring 85-100	24%	9%	32%	0%	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	50	45	57	5	1	2
Number Scoring 55-100	44	42	55	5	#	#
Number Scoring 65-100	39	41	52	3	#	#
Number Scoring 85-100	19	16	24	2	#	#
Percentage of Tested Scoring 55-100	88%	93%	96%	100%	#	#
Percentage of Tested Scoring 65-100	78%	91%	91%	60%	#	#
Percentage of Tested Scoring 85-100	38%	36%	42%	40%	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	11	19	10	0	0	1
Number Scoring 55-100	10	19	10	0	0	#
Number Scoring 65-100	6	18	7	0	0	#
Number Scoring 85-100	1	3	0	0	0	#
Percentage of Tested Scoring 55-100	91%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	55%	95%	70%	0%	0%	#
Percentage of Tested Scoring 85-100	9%	16%	0%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		0	11		0	0
Number Scoring 55-100		0	11		0	0
Number Scoring 65-100		0	11		0	0
Number Scoring 85-100		0	1		0	0
Percentage of Tested Scoring 55-100		0%	100%		0%	0%
Percentage of Tested Scoring 65-100		0%	100%		0%	0%
Percentage of Tested Scoring 85-100		0%	9%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	4	6	9	0	0	1
Number Scoring 55-100	#	6	8	0	0	#
Number Scoring 65-100	#	6	8	0	0	#
Number Scoring 85-100	#	4	4	0	0	#
Percentage of Tested Scoring 55-100	#	100%	89%	0%	0%	#
Percentage of Tested Scoring 65-100	#	100%	89%	0%	0%	#
Percentage of Tested Scoring 85-100	#	67%	44%	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	9	12	18	0	0	0
Number Scoring 55-100	9	12	17	0	0	0
Number Scoring 65-100	9	8	13	0	0	0
Number Scoring 85-100	4	5	3	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	67%	72%	0%	0%	0%
Percentage of Tested Scoring 85-100	44%	42%	17%	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)



## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	64	2%	5%	48%	45%
	Students with Disabilities	8	0%	25%	75%	0%
	All Students	72	1%	7%	51%	40%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	59	0%	10%	64%	25%
	Students with Disabilities	11	0%	82%	18%	0%
	All Students	70	0%	21%	57%	21%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

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

### 2001 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	10	10	10	49	49	49
Number Scoring 55–64	3	7	0	3	3	0	6	10	0
Number Scoring 65–84	17	10	18	4	2	6	21	12	24
Number Scoring 85–100	18	20	21	1	0	1	19	20	22
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		1	1		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		1	1		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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 - L)