

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-04-01-02-0000

Name: Elwood Union Free School District

Superintendent: Mr. Michael A. Maina

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	181	187	198
First	197	200	207
Second	204	196	202
Third	184	205	215
Fourth	198	193	220
Fifth	213	201	187
Sixth	174	216	207
Ungraded Elementary	0	0	0
Seventh	180	182	217
Eighth	161	172	180
Ninth	180	160	178
Tenth	145	165	157
Eleventh	147	142	163
Twelfth	152	141	131
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2316	2360	2462

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	164	7.1%	161	6.8%	150	6.1%
Black (Not Hispanic)	267	11.5%	257	10.9%	255	10.4%
Hispanic	143	6.2%	145	6.1%	171	6.9%
White (Not Hispanic)	1742	75.2%	1797	76.1%	1886	76.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	19	20
Common Branch	22	22	22
English Grade 8	20	25	26
Mathematics Grade 8	23	23	25
Science Grade 8	24	25	26
Social Studies Grade 8	23	25	24
English Grade 10	23	25	26
Mathematics Grade 10	17	17	19
Science Grade 10	15	21	24
Social Studies Grade 10	24	24	28

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	97	4.2%	111	4.7%	92	3.7%
Eligible for Free Lunch	161	7.5%	170	7.8%	178	7.9%

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		95.9%		95.9%		96.2%
Student Suspensions	74	3.3%	59	2.5%	71	3.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.5%	4.1%	3.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	176
Total Other Professional Staff	32
Total Paraprofessionals	42
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	132	101	77%	121	99	82%	108	92	85%
Students with Disabilities	8	2	25%	10	0	0%	16	6	38%
All Students	140	103	74%	131	99	76%	124	98	79%

*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	87	22	3	3	9	0
Percent	70%	18%	2%	2%	7%	0%

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)
16	6	3	19

*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			2		2	
	Entered GED Program*			2		1	
	Total Noncompleters			4		3	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		2	
	Total Noncompleters			0		2	
All Students	Dropped Out	5	0.8%	2	0.3%	2	0.3%
	Entered GED Program*	0	0.0%	2	0.3%	3	0.5%
	Total Noncompleters	5	0.8%	4	0.7%	5	0.8%

*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		100%	0%
2-3		49%	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		161	173
	Number of Students with Disabilities		12	6
	Number of All Students		173	179
	Percent of Enrollment		30%	30%
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	25	100%	37	97%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	106	87%	113	85%	139	96%

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%	0	0%
Science	3	#	1	#	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	2	#	1	#	0	0%
U.S. Hist & Gov't	5	100%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	8	100%	14	93%
Science	21	19%	11	27%	13	54%
Reading	8	50%	11	82%	0	0%
Writing	10	80%	7	71%	7	86%
Global Studies	17	24%	14	21%	15	60%
U.S. Hist & Gov't	11	18%	13	54%	5	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	155	148	168	16	22	15
Number Scoring 55–100	140	136	150	6	13	7
Number Scoring 65–100	130	129	146	6	12	4
Number Scoring 85–100	70	76	85	1	1	0
Percentage of Tested Scoring 55–100	90%	92%	89%	38%	59%	47%
Percentage of Tested Scoring 65–100	84%	87%	87%	38%	55%	27%
Percentage of Tested Scoring 85–100	45%	51%	51%	6%	5%	0%
Mathematics A						
Number Tested	0	54	201	0	0	23
Number Scoring 55–100	0	54	166	0	0	12
Number Scoring 65–100	0	52	146	0	0	4
Number Scoring 85–100	0	43	51	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	83%	0%	0%	52%
Percentage of Tested Scoring 65–100	0%	96%	73%	0%	0%	17%
Percentage of Tested Scoring 85–100	0%	80%	25%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	45	0	0	0
Number Scoring 55–100	0	0	45	0	0	0
Number Scoring 65–100	0	0	44	0	0	0
Number Scoring 85–100	0	0	19	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	42%	0%	0%	0%
Global History and Geography						
Number Tested	158	174	169	23	13	22
Number Scoring 55–100	150	162	154	17	7	16
Number Scoring 65–100	134	145	148	11	4	11
Number Scoring 85–100	67	69	98	3	1	1
Percentage of Tested Scoring 55–100	95%	93%	91%	74%	54%	73%
Percentage of Tested Scoring 65–100	85%	83%	88%	48%	31%	50%
Percentage of Tested Scoring 85–100	42%	40%	58%	13%	8%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	139	153	161	14	19	10
Number Scoring 55–100	127	143	158	6	14	10
Number Scoring 65–100	116	139	154	3	14	7
Number Scoring 85–100	75	78	104	1	3	2
Percentage of Tested Scoring 55–100	91%	93%	98%	43%	74%	100%
Percentage of Tested Scoring 65–100	83%	91%	96%	21%	74%	70%
Percentage of Tested Scoring 85–100	54%	51%	65%	7%	16%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	110	144	169	9	7	11
Number Scoring 55–100	109	142	165	8	7	10
Number Scoring 65–100	107	137	155	8	7	7
Number Scoring 85–100	24	46	57	0	0	0
Percentage of Tested Scoring 55–100	99%	99%	98%	89%	100%	91%
Percentage of Tested Scoring 65–100	97%	95%	92%	89%	100%	64%
Percentage of Tested Scoring 85–100	22%	32%	34%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	141	189	169	9	16	8
Number Scoring 55–100	129	169	160	6	9	6
Number Scoring 65–100	118	155	149	4	6	4
Number Scoring 85–100	44	73	73	0	0	1
Percentage of Tested Scoring 55–100	91%	89%	95%	67%	56%	75%
Percentage of Tested Scoring 65–100	84%	82%	88%	44%	38%	50%
Percentage of Tested Scoring 85–100	31%	39%	43%	0%	0%	12%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		91	90		3	3
Number Scoring 55–100		90	86		#	#
Number Scoring 65–100		77	71		#	#
Number Scoring 85–100		24	19		#	#
Percentage of Tested Scoring 55–100		99%	96%		#	#
Percentage of Tested Scoring 65–100		85%	79%		#	#
Percentage of Tested Scoring 85–100		26%	21%		#	#
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	14	24	18	0	0	0
Number Scoring 55–100	14	24	18	0	0	0
Number Scoring 65–100	14	24	18	0	0	0
Number Scoring 85–100	10	14	13	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	71%	58%	72%	0%	0%	0%
Comprehensive Italian						
Number Tested	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	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	79	56	73	1	2	1
Number Scoring 55–100	79	56	73	#	#	#
Number Scoring 65–100	79	56	73	#	#	#
Number Scoring 85–100	72	54	70	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	91%	96%	96%	#	#	#
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	173	100	23	6	9	2
Number Scoring 55–100	157	74	10	5	6	#
Number Scoring 65–100	147	61	10	4	4	#
Number Scoring 85–100	83	11	1	1	0	#
Percentage of Tested Scoring 55–100	91%	74%	43%	83%	67%	#
Percentage of Tested Scoring 65–100	85%	61%	43%	67%	44%	#
Percentage of Tested Scoring 85–100	48%	11%	4%	17%	0%	#
Sequential Mathematics, Course III						
Number Tested	112	119	51	1	4	1
Number Scoring 55–100	103	112	42	#	#	#
Number Scoring 65–100	97	109	36	#	#	#
Number Scoring 85–100	44	46	11	#	#	#
Percentage of Tested Scoring 55–100	92%	94%	82%	#	#	#
Percentage of Tested Scoring 65–100	87%	92%	71%	#	#	#
Percentage of Tested Scoring 85–100	39%	39%	22%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	40	93%	20	30%	10	100%
Students with Disabilities	11	64%	10	60%	2	#

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	182	2%	7%	58%	34%
	Students with Disabilities	5	0%	20%	80%	0%
	All Students	187	2%	7%	58%	33%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	165	0%	18%	65%	17%
	Students with Disabilities	17	0%	76%	24%	0%
	All Students	182	0%	24%	61%	15%

(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	1	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	111	111	111	20	20	20	131	131	131
Number Scoring 55–64	4	3	4	2	0	2	6	3	6
Number Scoring 65–84	40	35	39	10	10	13	50	45	52
Number Scoring 85–100	64	70	67	3	3	0	67	73	67
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)