The New York State District Report Card

Accountability and Overview Report 2005 – 06

District **ELWOOD UNION FREE SCHOOL DISTRICT**
District ID **580401020000**
Superintendent **WILLIAM SWART**
Telephone **(631) 266-5402**
Grades **K-12**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

1 Get District Profile information.
This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.
This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.
This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.
This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003–04	2004–05	2005–06
Pre-K	0	0	0
Kindergarten	193	212	175
Grade 1	205	210	229
Grade 2	199	203	211
Grade 3	214	203	202
Grade 4	215	213	212
Grade 5	218	215	208
Grade 6	186	215	218
Ungraded Elementary	0	0	0
Grade 7	209	189	216
Grade 8	209	214	188
Grade 9	195	226	205
Grade 10	172	186	209
Grade 11	143	174	173
Grade 12	154	146	169
Ungraded Secondary	0	0	0
Total K–12	2512	2606	2615

Average Class Size

	2003–04	2004–05	2005–06
Common Branch	22	22	21
Grade 8			
English	23	24	24
Mathematics	23	24	24
Science	24	25	25
Social Studies	23	24	24
Grade 10			
English	23	24	24
Mathematics	21	23	24
Science	25	21	24
Social Studies	27	23	23

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1–6.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2003–04		2004–05		2005–06	
	#	%	#	%	#	%
Eligible for Free Lunch	168	7%	197	8%	249	10%
Reduced-Price Lunch	68	3%	83	3%	98	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	89	4%	84	3%	71	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	3	0%	2	0%
Black or African American	243	10%	242	9%	248	9%
Hispanic or Latino	195	8%	183	7%	203	8%
Asian or Native Hawaiian/Other Pacific Islander	180	7%	167	6%	181	7%
White	1892	75%	2011	77%	1981	76%

* Not available at the district level.

Attendance and Suspensions

	2002–03		2003–04		2004–05	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	62	N/A	78	3%	35	1%

Demographic Factors Information

Eligible for Free Lunch and *Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch* and *Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

Teacher Qualifications

	2003–04	2004–05	2005–06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	460	497	698
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	0	0	0
Percent with No Valid Teaching Certificate	0%	0%	0%
Individuals Teaching Out of Certification			
Number of Teachers	0	0	0
Percentage of Total	0%	0%	0%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	55%	55%	53%

Staff Counts

	2003–04	2004–05	2005–06
Total Teachers	179	186	192
Total Other Professional Staff	24	21	23
Total Paraprofessionals*	27	17	23
Assistant Principals	3	2	5
Principals	4	4	4

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

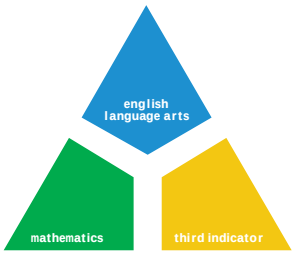
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).



For more information about accountability in New York State, visit: **www.emsc.nysed.gov/irts/accountability/home.shtml**.

1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at **www.emsc.nysed.gov/irts**.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

At the secondary level, the PI is calculated using the following equation:

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

A list of tests used to measure student performance for accountability is available at **www.emsc.nysed.gov/irts**.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

2005–06 PI + (200 – the 2005–06 PI) × 0.10

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: **www.emsc.nysed.gov/irts/school-accountability/about.shtml**.

Federal Title I Status (Applies to all New York State districts receiving Title I funds)	**New York State Status** (Applies to New York State districts)
District in Good Standing A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.	
District in Need of Improvement (**Year 1**) A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 1**) A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.
District in Need of Improvement (**Year 2**) A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 2**) A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.
District in Need of Improvement (**Year 3**) A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 3**) A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.
District in Need of Improvement (**Year 4**) A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 4**) A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.
District in Need of Improvement (**Year 5 and above**) A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 5 and above**) A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

2 District Accountability

District **ELWOOD UNION FREE SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

Good Standing

Elementary/Middle Level		Secondary Level	
ELA	Good Standing	ELA	Good Standing
Math	Good Standing	Math	Good Standing
Science	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05	2005–06	2006–07
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✔	✔	✔	✔	✔	✔
Ethnicity						
American Indian or Alaska Native	–	–				
Black or African American	✔	✔		–	–	
Hispanic or Latino	✔	✔		–	–	
Asian or Native Hawaiian/Other Pacific Islander	✔	✔		–	–	
White	✔	✔		✔	✔	
Other Groups						
Students with Disabilities	✔SH	✔		–	–	
Limited English Proficient	✔	✔		–	–	
Economically Disadvantaged	✔	✔		–	–	
Student groups making AYP in each subject	✔ 8 of 8	✔ 8 of 8	✔ 1 of 1	✔ 2 of 2	✔ 2 of 2	✔ 1 of 1

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal	State
Good Standing	Good Standing
Improvement (Year 1)	Requiring Academic Progress (Year 1)
Improvement (Year 2)	Requiring Academic Progress (Year 2)
Improvement (Year 3)	Requiring Academic Progress (Year 3)
Improvement (Year 4)	Requiring Academic Progress (Year 4)
Improvement (Year 5 & Above)	Requiring Academic Progress (Year 5 & Above)

2 District Accountability

District **ELWOOD UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	8 of 8	Student groups making AYP in English Language Arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (1263:1241)	✔	✔	100%	✔	180	119		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		–
Black or African American (102:99)	✔	✔	100%	✔	155	112		
Hispanic or Latino (93:89)	✔	✔	100%	✔	151	111		
Asian or Native Hawaiian/Other Pacific Islander (83:73)	✔	✔	100%	✔	185	111		
White (984:979)	✔	✔	100%	✔	184	118		
Other Groups								
Students with Disabilities[4] (84:84)	✔SH	✔	100%	✔SH	87	111	57	98
Limited English Proficient (48:36)	✔	✔	100%	✔	144	106		
Economically Disadvantaged (116:115)	✔	✔	100%	✔	149	112		
Final AYP Determination	✔ 8 of 8							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

NOTES

[1] These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

[2] Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

[3] For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

[4] If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

2 District Accountability

District **ELWOOD UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	8 of 8	Student groups making AYP in Mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (1259:1235)	✔	✔	100%	✔	182	83		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		–
Black or African American (101:98)	✔	✔	100%	✔	154	76		
Hispanic or Latino (92:87)	✔	✔	100%	✔	145	75		
Asian or Native Hawaiian/Other Pacific Islander (80:70)	✔	✔	100%	✔	191	75		
White (985:979)	✔	✔	100%	✔	188	82		
Other Groups								
Students with Disabilities[4] (84:84)	✔	✔	100%	✔	92	75		
Limited English Proficient (44:35)	✔	✔	100%	✔	143	70		
Economically Disadvantaged (117:114)	✔	✔	100%	✔	139	76		
Final AYP Determination	✔ 8 of 8							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

NOTES

[1] These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

[2] Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

[3] For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

[4] If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

2 District Accountability

District **ELWOOD UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level Science

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in Science
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2005–06	Progress Target 2006–07
All Students (398:394)	✔	Qualified	✔	100%	✔	196	100		
Ethnicity									
American Indian or Alaska Native (1:1)		–	–	–	–	–	–		–
Black or African American (30:30)		–	–	–	✔	197	100		
Hispanic or Latino (30:30)		–	–	–	✔	173	100		
Asian or Native Hawaiian/Other Pacific Islander (30:27)		–	–	–	–	–	–		–
White (307:306)		Qualified	✔	100%	✔	198	100		
Other Groups									
Students with Disabilities (25:25)		–	–	–	–	–	–		–
Limited English Proficient (14:13)		–	–	–	–	–	–		–
Economically Disadvantaged (44:44)		Qualified	✔	100%	✔	184	100		
Final AYP Determination	✔ 1 of 1								

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	2 of 2	Student groups making AYP in English Language Arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (156:159)	✔	✔	99%	✔	187	146		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (24:22)	–	–	–	–	–	–	–	–
Hispanic or Latino (8:9)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (13:14)	–	–	–	–	–	–	–	–
White (111:114)	✔	✔	99%	✔	194	144		
Other Groups								
Students with Disabilities (13:15)	–	–	–	–	–	–	–	–
Limited English Proficient (4:4)	–	–	–	–	–	–	–	–
Economically Disadvantaged (14:14)	–	–	–	–	–	–	–	–
Final AYP Determination	✔ 2 of 2							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

2 Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

2 District Accountability

District **ELWOOD UNION FREE SCHOOL DISTRICT**

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	2 of 2	Student groups making AYP in Mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort)[1]	AYP	Participation[2]		Test Performance[3]		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (156:159)	✔	✔	99%	✔	192	138		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (24:22)	–	–	–	–	–	–	–	–
Hispanic or Latino (8:9)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (13:14)	–	–	–	–	–	–	–	–
White (111:114)	✔	✔	99%	✔	196	136		
Other Groups								
Students with Disabilities (13:15)	–	–	–	–	–	–	–	–
Limited English Proficient (4:4)	–	–	–	–	–	–	–	–
Economically Disadvantaged (14:14)	–	–	–	–	–	–	–	–
Final AYP Determination	✔ 2 of 2							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

2 Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

Graduation Rate

Accountability Status for This Indicator (2006–07)	✔	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in Graduation Rate
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count)[1]	Graduation AYP	Graduation Met Criterion	Graduation Graduation Rate[2]	Objectives State Standard	Progress Target 2005–06	Progress Target 2006-07
All Students (147)	✔	✔	92%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (19)		–	–	–	–	–
Hispanic or Latino (8)		–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (17)		–	–	–	–	–
White (103)		✔	96%	55%		
Other Groups						
Students with Disabilities (17)		–	–	–	–	–
Limited English Proficient (6)		–	–	–	–	–
Economically Disadvantaged (9)		–	–	–	–	–
Final AYP Determination	✔ 1 of 1					

NOTES

1 Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

2 Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status	New York State Status
Good Standing	
4 schools identified 100% of total	
ELWOOD MIDDLE SCHOOL	
ELWOOD/JOHN GLENN HIGH SCHOOL	
HARLEY AVENUE ELEMENTARY SCHOOL	
JAMES H. BOYD ELEMENTARY SCHOOL	

District **ELWOOD UNION FREE SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3	Total Tested
English Language Arts	0% 50% 100%	
Grade 3	88%	197
Grade 4	84%	205
Grade 5	83%	212
Grade 6	80%	220
Grade 7	78%	214
Grade 8	84%	183
Mathematics		
Grade 3	96%	201
Grade 4	90%	210
Grade 5	81%	216
Grade 6	78%	225
Grade 7	77%	218
Grade 8	91%	187
Science		
Grade 4	99%	210
Grade 8	87%	115

	Percentage of students that scored at or above Level 3	2002 Cohort
Secondary Level	0% 50% 100%	
English	88%	163
Mathematics	92%	163

	Percentage of students who graduated	2002 Cohort
Graduation Rate	0% 50% 100%	
2002 Cohort	91%	163

About the Performance Level Descriptors

Level 1: **Not Meeting Learning Standards**. Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: **Partially Meeting Learning Standards**. Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: **Meeting Learning Standards**. Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: **Meeting Learning Standards with Distinction**. Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at **www.emsc.nysed.gov/irts**.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 695	Range:	616–780	650–780	730–780			
	100%	99%	88%	17%	92%	69%	7%
Number of Students:		196	174	33			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**197**	**99%**	**88%**	**17%**				
Female	90	100%	90%	16%				
Male	107	99%	87%	18%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	14	100%	79%	7%				
Hispanic or Latino	11	100%	82%	0%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	38%				
White	164	99%	89%	18%				
Small Group Totals								
General-Education Students	188	100%	90%	18%				
Students with Disabilities	9	89%	44%	0%				
English Proficient	193	–	–	–				
Limited English Proficient	4	–	–	–				
Economically Disadvantaged	12	100%	58%	0%				
Not Disadvantaged	185	99%	90%	18%				
Migrant								
Not Migrant	197	99%	88%	17%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	4	–	–	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 699	Range:	624–770	650–770	703–770			
	100%	99%	96%	45%	94%	81%	25%
Number of Students:		199	192	90			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**201**	**99%**	**96%**	**45%**				
Female	93	99%	95%	44%				
Male	108	99%	96%	45%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	15	100%	80%	33%				
Hispanic or Latino	11	100%	100%	18%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	63%				
White	167	99%	96%	47%				
Small Group Totals								
General-Education Students	192	99%	97%	46%				
Students with Disabilities	9	89%	56%	11%				
English Proficient	193	99%	97%	47%				
Limited English Proficient	8	100%	63%	0%				
Economically Disadvantaged	14	100%	79%	7%				
Not Disadvantaged	187	99%	97%	48%				
Migrant								
Not Migrant	201	99%	96%	45%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				This test was not given in 2004-05.			

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 691	Range:	612–775	650–775	716–775			
	100%	97%	84%	27%	91%	69%	9%
Number of Students:		198	173	56			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**205**	**97%**	**84%**	**27%**				
Female	96	98%	93%	32%				
Male	109	95%	77%	23%				
American Indian or Alaska Native								
Black or African American	14	93%	71%	7%				
Hispanic or Latino	14	86%	71%	0%				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	77%	23%				
White	164	98%	87%	32%				
Small Group Totals								
General-Education Students	192	99%	88%	29%				
Students with Disabilities	13	62%	31%	8%				
English Proficient	201	–	–	–				
Limited English Proficient	4	–	–	–				
Economically Disadvantaged	21	90%	71%	5%				
Not Disadvantaged	184	97%	86%	30%				
Migrant								
Not Migrant	205	97%	84%	27%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	8	7	4	N/A	6	5	3	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 691	Range:	622–800	650–800	702–800			
	100%	98%	90%	36%	93%	78%	26%
Number of Students:		205	190	76			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**210**	**98%**	**90%**	**36%**				
Female	98	97%	91%	31%				
Male	112	98%	90%	41%				
American Indian or Alaska Native								
Black or African American	14	100%	79%	7%				
Hispanic or Latino	18	83%	56%	11%				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	100%	31%				
White	165	99%	95%	42%				
Small Group Totals								
General-Education Students	195	99%	94%	38%				
Students with Disabilities	15	73%	40%	7%				
English Proficient	199	98%	92%	38%				
Limited English Proficient	11	82%	55%	9%				
Economically Disadvantaged	26	88%	62%	12%				
Not Disadvantaged	184	99%	95%	40%				
Migrant								
Not Migrant	210	98%	90%	36%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

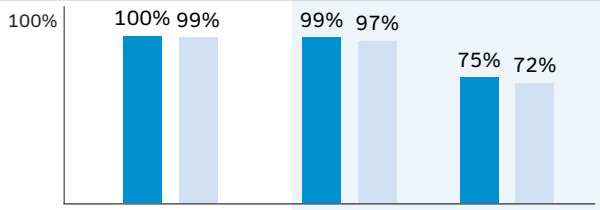
Other Assessments

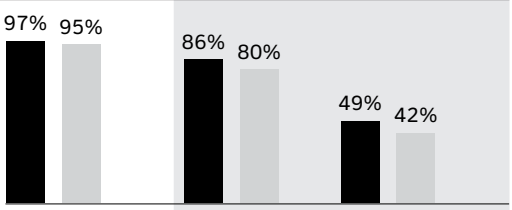
	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	1	–	–	–

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Science

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Mean Score: 88 — Range:	45–100	65–100	85–100			
2005–06	100%	99%	75%	97%	86%	49%
2004–05	99%	97%	72%	95%	80%	42%
Number of Students:	210 211	207 207	157 153			





Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**210**	**100%**	**99%**	**75%**	**213**	**99%**	**97%**	**72%**
Female	98	100%	98%	78%	112	100%	99%	73%
Male	112	100%	99%	72%	101	98%	95%	70%
American Indian or Alaska Native								
Black or African American	14	100%	100%	50%	14	100%	93%	50%
Hispanic or Latino	18	100%	94%	33%	16	100%	94%	56%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	92%	69%	13	100%	100%	92%
White	165	100%	99%	82%	170	99%	98%	74%
Small Group Totals								
General-Education Students	195	100%	98%	76%	202	100%	98%	75%
Students with Disabilities	15	100%	100%	53%	11	82%	82%	9%
English Proficient	199	100%	100%	77%	202	99%	98%	73%
Limited English Proficient	11	100%	73%	27%	11	100%	91%	45%
Economically Disadvantaged	26	100%	96%	50%	19	100%	95%	32%
Not Disadvantaged	184	100%	99%	78%	194	99%	97%	76%
Migrant								
Not Migrant	210	100%	99%	75%	213	99%	97%	72%

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	1	–	–	–

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 679	Range:	608–795	650–795	711–795			
	100%	98%	83%	20%	94%	67%	12%
Number of Students:		208	176	43			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**212**	**98%**	**83%**	**20%**				
Female	113	100%	89%	23%				
Male	99	96%	76%	17%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	17	94%	65%	0%				
Hispanic or Latino	18	94%	72%	11%				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	85%	0%				
White	164	99%	86%	25%				
Small Group Totals								
General-Education Students	199	99%	87%	22%				
Students with Disabilities	13	77%	23%	0%				
English Proficient	204	99%	84%	21%				
Limited English Proficient	8	88%	50%	0%				
Economically Disadvantaged	17	88%	53%	6%				
Not Disadvantaged	195	99%	86%	22%				
Migrant								
Not Migrant	212	98%	83%	20%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	3	–	–	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 684	Range:	619–780	650–780	699–780			
	100%	95%	81%	34%	90%	68%	19%
Number of Students:		205	174	73			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**216**	**95%**	**81%**	**34%**				
Female	117	97%	82%	35%				
Male	99	92%	79%	32%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	18	83%	67%	11%				
Hispanic or Latino	19	89%	63%	26%				
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	36%				
White	165	96%	82%	37%				
Small Group Totals								
General-Education Students	203	98%	84%	36%				
Students with Disabilities	13	54%	23%	0%				
English Proficient	206	95%	81%	35%				
Limited English Proficient	10	90%	70%	10%				
Economically Disadvantaged	18	72%	44%	6%				
Not Disadvantaged	198	97%	84%	36%				
Migrant								
Not Migrant	216	95%	81%	34%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

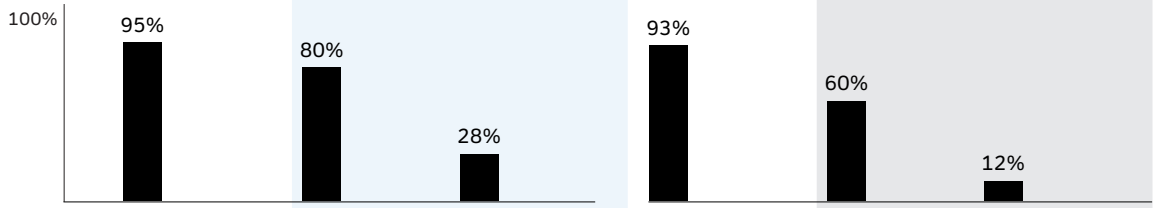
Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	–	–	–	This test was not given in 2004-05.			

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Mean Score: 677 — Range:	598–785	650–785	705–785			
Number of Students:	210	177	62			



Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**220**	**95%**	**80%**	**28%**				
Female	108	99%	85%	35%				
Male	112	92%	76%	21%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	17	82%	47%	6%				
Hispanic or Latino	16	94%	56%	0%				
Asian or Native Hawaiian/Other Pacific Islander	14	100%	79%	50%				
White	173	97%	86%	31%				
Small Group Totals								
General-Education Students	204	100%	86%	30%				
Students with Disabilities	16	44%	13%	0%				
English Proficient	217	–	–	–				
Limited English Proficient	3	–	–	–				
Economically Disadvantaged	18	83%	33%	11%				
Not Disadvantaged	202	97%	85%	30%				
Migrant								
Not Migrant	220	95%	80%	28%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	5	5	5	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 671	Range:	616–780	650–780	696–780			
	100%	96%	78%	20%	87%	60%	13%
Number of Students:		215	175	44			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**225**	**96%**	**78%**	**20%**				
Female	110	97%	79%	19%				
Male	115	94%	77%	20%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	17	76%	53%	6%				
Hispanic or Latino	19	89%	47%	0%				
Asian or Native Hawaiian/Other Pacific Islander	16	100%	75%	44%				
White	173	98%	84%	21%				
Small Group Totals								
General-Education Students	209	98%	83%	21%				
Students with Disabilities	16	69%	13%	0%				
English Proficient	218	95%	79%	20%				
Limited English Proficient	7	100%	43%	14%				
Economically Disadvantaged	21	76%	33%	10%				
Not Disadvantaged	204	98%	82%	21%				
Migrant								
Not Migrant	225	96%	78%	20%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				This test was not given in 2004-05.			

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 675	Range:	600–790	650–790	712–790			
	100%	95%	78%	21%	92%	56%	8%
Number of Students:		203	166	46			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**214**	**95%**	**78%**	**21%**				
Female	104	98%	87%	32%				
Male	110	92%	69%	12%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	21	81%	52%	14%				
Hispanic or Latino	11	82%	27%	9%				
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	9%				
White	171	97%	83%	24%				
Small Group Totals								
General-Education Students	194	99%	85%	24%				
Students with Disabilities	20	55%	10%	0%				
English Proficient	213	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	18	83%	50%	6%				
Not Disadvantaged	196	96%	80%	23%				
Migrant								
Not Migrant	214	95%	78%	21%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

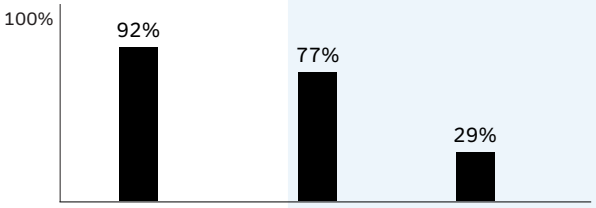
	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	5	4	2	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 670	Range:	611–800	650–800	693–800			
		92%	77%	29%	87%	56%	12%
Number of Students:		201	168	63			



Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**218**	**92%**	**77%**	**29%**				
Female	106	96%	85%	32%				
Male	112	88%	70%	26%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	21	67%	43%	10%				
Hispanic or Latino	13	46%	23%	8%				
Asian or Native Hawaiian/Other Pacific Islander	12	100%	83%	25%				
White	172	98%	85%	33%				
Small Group Totals								
General-Education Students	198	97%	84%	32%				
Students with Disabilities	20	45%	10%	0%				
English Proficient	213	93%	78%	29%				
Limited English Proficient	5	40%	20%	20%				
Economically Disadvantaged	19	63%	37%	5%				
Not Disadvantaged	199	95%	81%	31%				
Migrant								
Not Migrant	218	92%	77%	29%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				This test was not given in 2004-05.			

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 682	Range:	602–790	650–790	715–790			
	100%	98%	84%	11%	91%	49%	5%
Number of Students:		179	154	20			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**183**	**98%**	**84%**	**11%**				
Female	79	97%	82%	6%				
Male	104	98%	86%	14%				
American Indian or Alaska Native	1	–	–	–				
Black or African American	16	100%	75%	0%				
Hispanic or Latino	9	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	16	100%	88%	6%				
White	141	99%	87%	12%				
Small Group Totals	10	80%	50%	20%				
General-Education Students	174	100%	88%	11%				
Students with Disabilities	9	56%	11%	0%				
English Proficient	183	98%	84%	11%				
Limited English Proficient								
Economically Disadvantaged	14	93%	71%	7%				
Not Disadvantaged	169	98%	85%	11%				
Migrant								
Not Migrant	183	98%	84%	11%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	–	–	N/A	4	–	–	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 682	Range:	616–775	650–775	701–775			
	100%	98%	91%	26%	85%	54%	10%
Number of Students:		184	170	48			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**187**	**98%**	**91%**	**26%**				
Female	83	99%	88%	19%				
Male	104	98%	93%	31%				
American Indian or Alaska Native	1	–	–	–				
Black or African American	16	100%	81%	0%				
Hispanic or Latino	12	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	17	100%	100%	53%				
White	141	99%	93%	27%				
Small Group Totals	13	92%	69%	8%				
General-Education Students	178	100%	94%	27%				
Students with Disabilities	9	67%	33%	0%				
English Proficient	184	–	–	–				
Limited English Proficient	3	–	–	–				
Economically Disadvantaged	17	100%	71%	0%				
Not Disadvantaged	170	98%	93%	28%				
Migrant								
Not Migrant	187	98%	91%	26%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Science

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Mean Score: 78 — Range:	44–100	65–100	85–100			
2005–06	100%	87%	34%	91%	64%	18%
2004–05	99%	88%	38%	91%	68%	25%
Number of Students:	115 134	100 120	39 51			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**115**	**100%**	**87%**	**34%**	**136**	**99%**	**88%**	**38%**
Female	55	100%	82%	29%	69	99%	86%	30%
Male	60	100%	92%	38%	67	99%	91%	45%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	14	100%	93%	21%	21	100%	81%	10%
Hispanic or Latino	11	100%	36%	18%	15	100%	93%	33%
Asian or Native Hawaiian/Other Pacific Islander	9	–	–	–	10	–	–	–
White	80	100%	93%	38%	89	99%	90%	47%
Small Group Totals	10	100%	90%	40%	11	91%	82%	18%
General-Education Students	106	100%	92%	37%	124	99%	93%	40%
Students with Disabilities	9	100%	33%	0%	12	92%	42%	8%
English Proficient	112	–	–	–	132	–	–	–
Limited English Proficient	3	–	–	–	4	–	–	–
Economically Disadvantaged	16	100%	63%	31%	24	100%	71%	17%
Not Disadvantaged	99	100%	91%	34%	112	98%	92%	42%
Migrant								
Not Migrant	115	100%	87%	34%	136	99%	88%	38%

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
Regents Science	72	72	72	64	80	80	80	75

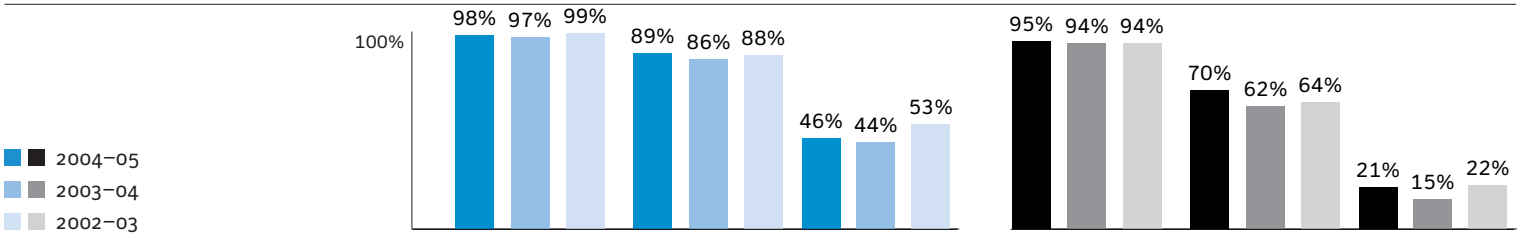
District **ELWOOD UNION FREE SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

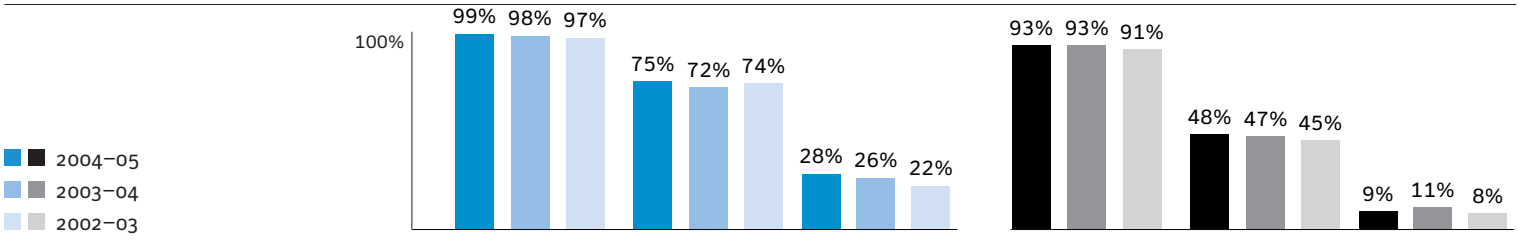
	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	603–800	645–800	692–800			
2004–05	98%	89%	46%	95%	70%	21%
2003–04	97%	86%	44%	94%	62%	15%
2002–03	99%	88%	53%	94%	64%	22%



Test Date	Number of students scoring at each performance level: Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	4	18	89	96	207	697
Feb 2004	6	24	90	94	214	685
Feb 2003	3	22	74	113	212	692

Grade 8

	This School			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	658–830	697–830	737–830			
2004–05	99%	75%	28%	93%	48%	9%
2003–04	98%	72%	26%	93%	47%	11%
2002–03	97%	74%	22%	91%	45%	8%



Test Date	Number of students scoring at each performance level: Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	2	51	100	60	213	723
Jan 2004	5	54	97	56	212	719
Jan 2003	6	41	91	40	178	714

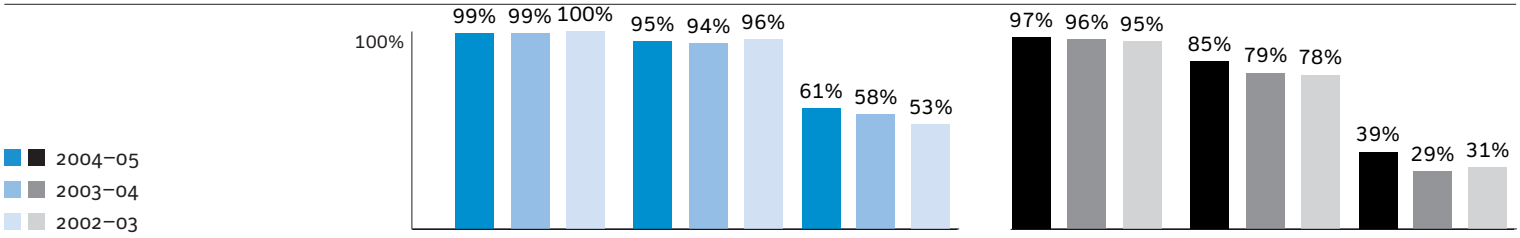
District **ELWOOD UNION FREE SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

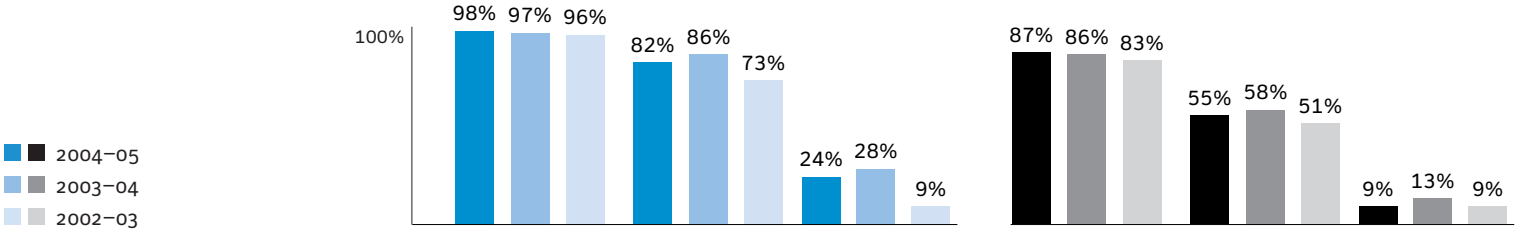
	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	602–810	637–810	678–810			
2004–05	99%	95%	61%	97%	85%	39%
2003–04	99%	94%	58%	96%	79%	29%
2002–03	100%	96%	53%	95%	78%	31%



	Number of students scoring at each performance level:					
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	2	8	73	129	212	691
May 2004	2	10	79	126	217	684
May 2003	1	7	92	114	214	682

Grade 8

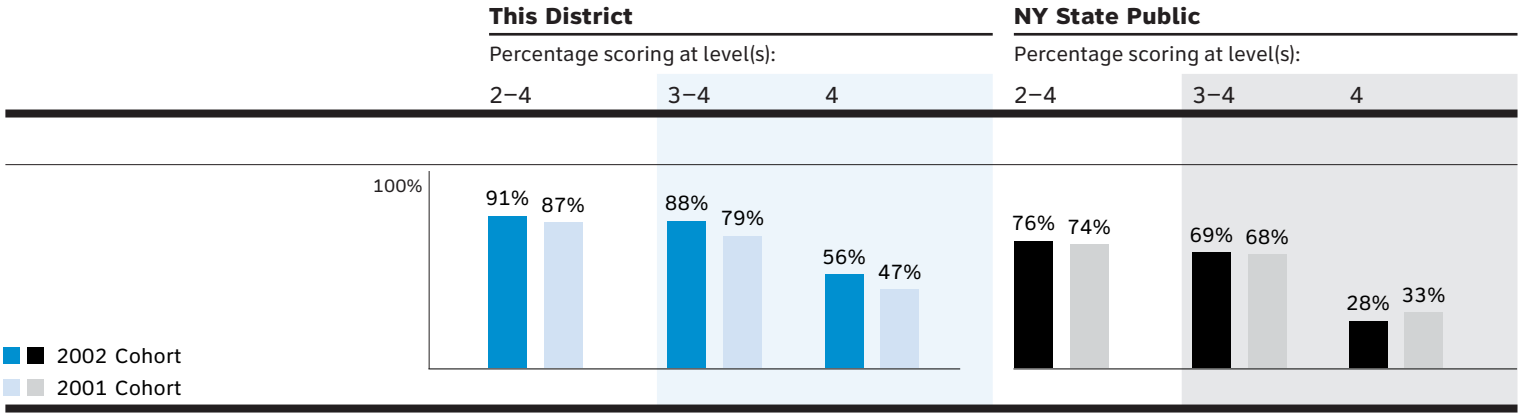
	This School			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	681–882	716–882	760–882			
2004–05	98%	82%	24%	87%	55%	9%
2003–04	97%	86%	28%	86%	58%	13%
2002–03	96%	73%	9%	83%	51%	9%



	Number of students scoring at each performance level:					
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	4	35	127	51	217	742
May 2004	7	23	120	59	209	744
May 2003	8	41	115	16	180	728

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**163**	**91%**	**88%**	**56%**	**157**	**87%**	**79%**	**47%**
Female	83	99%	96%	66%	70	91%	86%	57%
Male	80	83%	79%	46%	87	84%	74%	39%
American Indian or Alaska Native								
Black or African American	23	83%	70%	26%	21	76%	52%	14%
Hispanic or Latino	10	70%	70%	50%	12	50%	33%	8%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	93%	79%	18	89%	89%	67%
White	116	94%	92%	60%	106	93%	88%	55%
Small Group Totals								
General-Education Students	146	96%	95%	63%	139	91%	85%	53%
Students with Disabilities	17	47%	29%	0%	18	61%	33%	6%
English Proficient	158	92%	89%	58%	150	89%	80%	49%
Limited English Proficient	5	60%	60%	20%	7	57%	57%	0%
Economically Disadvantaged	14	71%	64%	14%				
Not Disadvantaged	149	93%	90%	60%				
Migrant								
Not Migrant	163	91%	88%	56%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

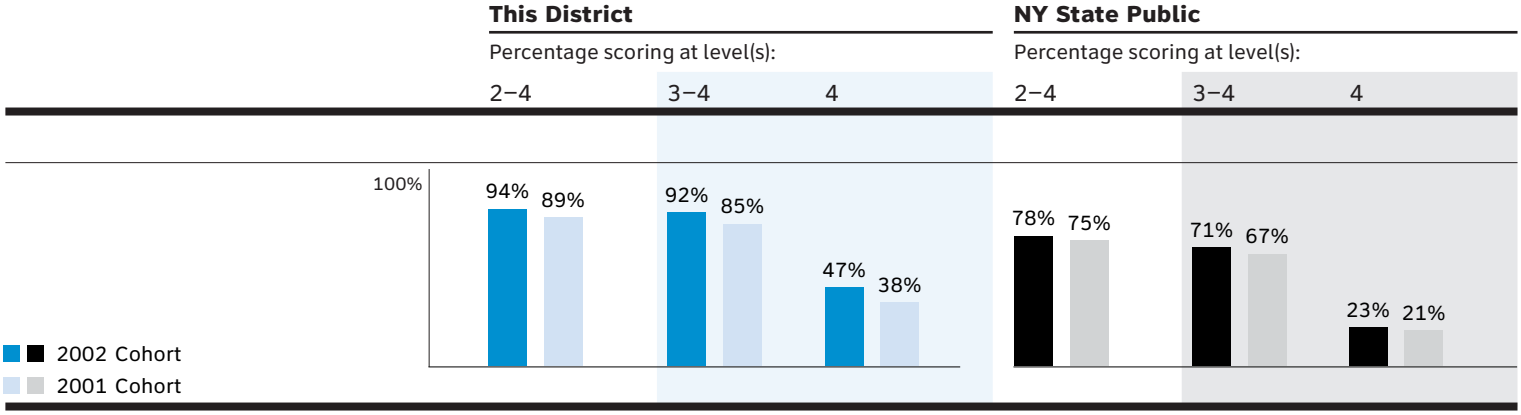
Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	1	–	–	–	0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**163**	**94%**	**92%**	**47%**	**157**	**89%**	**85%**	**38%**
Female	83	99%	95%	53%	70	87%	84%	37%
Male	80	90%	89%	40%	87	90%	85%	39%
American Indian or Alaska Native								
Black or African American	23	87%	74%	9%	21	71%	62%	5%
Hispanic or Latino	10	80%	80%	30%	12	75%	75%	17%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	86%	18	83%	83%	61%
White	116	97%	96%	51%	106	94%	91%	43%
Small Group Totals								
General-Education Students	146	97%	95%	50%	139	91%	88%	42%
Students with Disabilities	17	76%	65%	18%	18	72%	61%	6%
English Proficient	158	96%	93%	47%	150	91%	87%	39%
Limited English Proficient	5	60%	60%	20%	7	43%	43%	14%
Economically Disadvantaged	14	79%	71%	14%				
Not Disadvantaged	149	96%	94%	50%				
Migrant								
Not Migrant	163	94%	92%	47%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	1	–	–	–	0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

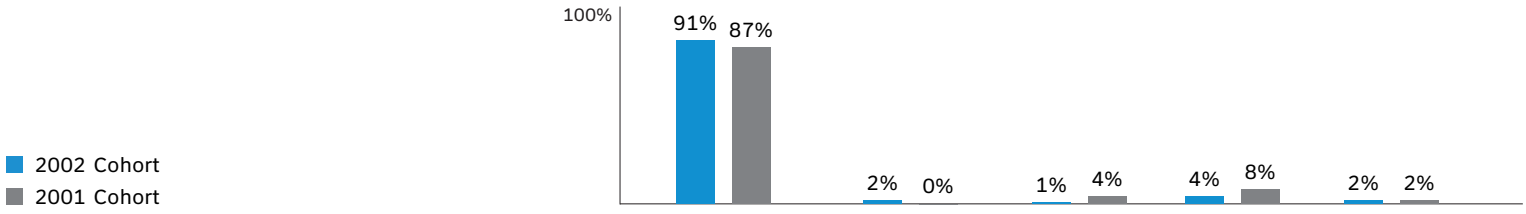
District **ELWOOD UNION FREE SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	**2002**	**163**	**91%**	**2%**	**1%**	**4%**	**2%**
	2001	**157**	**87%**	**0%**	**4%**	**8%**	**2%**
Female	2002	83	98%	0%	0%	2%	0%
	2001	70	90%	0%	4%	4%	1%
Male	2002	80	84%	4%	3%	6%	4%
	2001	87	84%	0%	3%	10%	2%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	23	91%	4%	0%	0%	4%
	2001	21	71%	0%	10%	14%	5%
Hispanic or Latino	2002	10	70%	10%	10%	0%	10%
	2001	12	50%	0%	8%	33%	8%
Asian or Native Hawaiian/Other Pacific Islander	2002	14	93%	0%	0%	7%	0%
	2001	18	89%	0%	6%	6%	0%
White	2002	116	92%	1%	1%	5%	1%
	2001	106	93%	0%	2%	4%	1%
Small Group Totals							
General-Education Students	2002	146	95%	0%	1%	2%	1%
	2001	139	88%	0%	4%	6%	1%
Students with Disabilities	2002	17	53%	18%	0%	24%	6%
	2001	18	78%	0%	0%	17%	6%
English Proficient	2002	158	92%	1%	1%	4%	1%
	2001	150	88%	0%	3%	7%	2%
Limited English Proficient	2002	5	60%	20%	0%	0%	20%
	2001	7	57%	0%	29%	14%	0%
Economically Disadvantaged	2002	14	71%	14%	7%	7%	0%
Not Disadvantaged	2002	149	93%	1%	1%	4%	2%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	163	91%	2%	1%	4%	2%

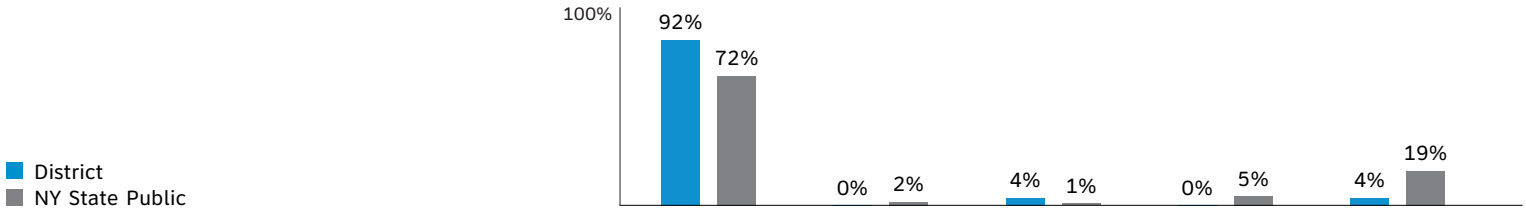
NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

District **ELWOOD UNION FREE SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	**152**	**92%**	**0%**	**4%**	**0%**	**4%**
Female	69	93%	0%	4%	0%	3%
Male	83	92%	0%	4%	0%	5%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	21	81%	0%	10%	0%	10%
Hispanic or Latino	8	75%	0%	13%	0%	13%
Asian or Native Hawaiian/Other Pacific Islander	17	94%	0%	6%	0%	0%
White	106	95%	0%	2%	0%	3%
Small Group Totals						
General-Education Students	134	93%	0%	4%	0%	3%
Students with Disabilities	18	89%	0%	0%	0%	11%
English Proficient	146	93%	0%	3%	0%	4%
Limited English Proficient	6	67%	0%	33%	0%	0%
Economically Disadvantaged	10	80%	0%	0%	0%	20%
Not Disadvantaged	142	93%	0%	4%	0%	3%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	152	92%	0%	4%	0%	4%

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.