

# New York State District Report Card Comprehensive Information Report

BEDS Code: 66-04-09-02-0000

Name: Elmsford Union Free School District

Superintendent: Carol Franks-Randall

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	42	38	43
Kindergarten	61	81	54
First	66	56	79
Second	81	61	63
Third	63	88	65
Fourth	75	61	90
Fifth	58	81	66
Sixth	82	54	87
Ungraded Elementary	0	0	0
Seventh	66	77	64
Eighth	55	63	79
Ninth	70	56	83
Tenth	84	64	59
Eleventh	60	70	54
Twelfth	50	52	71
Ungraded Secondary	0	0	0
Total K-12 Enrollment	871	864	914

## 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	93	10.7%	88	10.2%	91	10.0%
Black (Not Hispanic)	358	41.1%	343	39.7%	346	37.9%
Hispanic	259	29.7%	272	31.5%	331	36.2%
White (Not Hispanic)	161	18.5%	161	18.6%	146	16.0%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	15	20	18
Common Branch	18	17	19
English Grade 8	17	29	35
Mathematics Grade 8	12	14	15
Science Grade 8	12	16	0
Social Studies Grade 8	20	16	24
English Grade 10	17	10	29
Mathematics Grade 10	19	23	0
Science Grade 10	19	18	15
Social Studies Grade 10	22	13	21

(Form – A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	83	9.1%	75	8.3%	84	8.8%
Eligible for Free Lunch	173	19.9%	150	17.4%	157	17.2%

### 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		95.0%		94.6%		94.7%
Student Suspensions	68	7.8%	71	8.2%	82	9.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.7%	6.1%	8.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	91
Total Other Professional Staff	12
Total Paraprofessionals	26
Teaching Out of Certification*	3
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	42	16	38%	30	0	0%	41	17	41%
Students with Disabilities	4	0	0%	7	0	0%	8	1	12%
All Students	46	16	35%	37	0	0%	49	18	37%

\*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	23	10	0	5	8	3
Percent	47%	20%	0%	10%	16%	6%

## 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)
8	1	4	12

\*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			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	3	1.1%	0	0.0%	2	0.7%
	Entered GED Program*	2	0.8%	0	0.0%	0	0.0%
	Total Noncompleters	5	1.9%	0	0.0%	2	0.7%

\*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		0%	0%
2-3		0%	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		8	0
	Number of Students with Disabilities		0	0
	Number of All Students		8	0
	Percent of Enrollment		4%	0%
9-12	Number of General-Education Students		44	0
	Number of Students with Disabilities		0	0
	Number of All Students		44	0
	Percent of Enrollment		18%	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	16	100%	20	80%	16	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	25	92%	34	74%	41	93%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	2	#	4	#

(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%	1	#
Science	4	#	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	4	#	1	#
Science	2	#	0	0%	2	#
Reading	3	#	2	#	1	#
Writing	2	#	1	#	5	100%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	49	60	50	10	8	4
Number Scoring 55–100	47	51	44	8	3	#
Number Scoring 65–100	37	39	37	7	2	#
Number Scoring 85–100	4	13	11	0	1	#
Percentage of Tested Scoring 55–100	96%	85%	88%	80%	38%	#
Percentage of Tested Scoring 65–100	76%	65%	74%	70%	25%	#
Percentage of Tested Scoring 85–100	8%	22%	22%	0%	12%	#
<b>Mathematics A</b>						
Number Tested	23	44	58	0	3	4
Number Scoring 55–100	23	34	41	0	#	#
Number Scoring 65–100	21	26	35	0	#	#
Number Scoring 85–100	11	6	6	0	#	#
Percentage of Tested Scoring 55–100	100%	77%	71%	0%	#	#
Percentage of Tested Scoring 65–100	91%	59%	60%	0%	#	#
Percentage of Tested Scoring 85–100	48%	14%	10%	0%	#	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	17	12	0	0	0
Number Scoring 55–100	0	16	12	0	0	0
Number Scoring 65–100	0	16	9	0	0	0
Number Scoring 85–100	0	14	7	0	0	0
Percentage of Tested Scoring 55–100	0%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	94%	75%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	82%	58%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	64	48	56	10	4	2
Number Scoring 55–100	61	45	40	8	#	#
Number Scoring 65–100	56	38	31	5	#	#
Number Scoring 85–100	15	7	9	0	#	#
Percentage of Tested Scoring 55–100	95%	94%	71%	80%	#	#
Percentage of Tested Scoring 65–100	88%	79%	55%	50%	#	#
Percentage of Tested Scoring 85–100	23%	15%	16%	0%	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	49	63	46	10	8	6
Number Scoring 55–100	42	60	42	7	8	6
Number Scoring 65–100	35	51	38	6	7	6
Number Scoring 85–100	10	12	12	0	0	0
Percentage of Tested Scoring 55–100	86%	95%	91%	70%	100%	100%
Percentage of Tested Scoring 65–100	71%	81%	83%	60%	88%	100%
Percentage of Tested Scoring 85–100	20%	19%	26%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	54	45	73	7	1	8
Number Scoring 55–100	54	45	59	7	#	6
Number Scoring 65–100	52	44	47	6	#	4
Number Scoring 85–100	8	7	8	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	81%	100%	#	75%
Percentage of Tested Scoring 65–100	96%	98%	64%	86%	#	50%
Percentage of Tested Scoring 85–100	15%	16%	11%	0%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	29	26	40	0	1	0
Number Scoring 55–100	29	26	35	0	#	0
Number Scoring 65–100	26	24	32	0	#	0
Number Scoring 85–100	6	5	7	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	88%	0%	#	0%
Percentage of Tested Scoring 65–100	90%	92%	80%	0%	#	0%
Percentage of Tested Scoring 85–100	21%	19%	17%	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		36	34		2	0
Number Scoring 55–100		25	29		#	0
Number Scoring 65–100		11	23		#	0
Number Scoring 85–100		0	5		#	0
Percentage of Tested Scoring 55–100		69%	85%		#	0%
Percentage of Tested Scoring 65–100		31%	68%		#	0%
Percentage of Tested Scoring 85–100		0%	15%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	9	17	14	0	1	0
Number Scoring 55–100	9	16	14	0	#	0
Number Scoring 65–100	9	16	14	0	#	0
Number Scoring 85–100	5	6	6	0	#	0
Percentage of Tested Scoring 55–100	100%	94%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	56%	35%	43%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	24	18	27	2	2	0
Number Scoring 55–100	24	18	27	#	#	0
Number Scoring 65–100	23	17	26	#	#	0
Number Scoring 85–100	15	7	22	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	96%	94%	96%	#	#	0%
Percentage of Tested Scoring 85–100	62%	39%	81%	#	#	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	52	15	1	5	0	0
Number Scoring 55–100	33	8	#	3	0	0
Number Scoring 65–100	26	5	#	2	0	0
Number Scoring 85–100	8	1	#	0	0	0
Percentage of Tested Scoring 55–100	63%	53%	#	60%	0%	0%
Percentage of Tested Scoring 65–100	50%	33%	#	40%	0%	0%
Percentage of Tested Scoring 85–100	15%	7%	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	31	34	2	2	2	0
Number Scoring 55–100	25	25	#	#	#	0
Number Scoring 65–100	20	19	#	#	#	0
Number Scoring 85–100	9	6	#	#	#	0
Percentage of Tested Scoring 55–100	81%	74%	#	#	#	0%
Percentage of Tested Scoring 65–100	65%	56%	#	#	#	0%
Percentage of Tested Scoring 85–100	29%	18%	#	#	#	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	1	#	6	100%
Students with Disabilities	1	#	0	0%	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
<b>Nov 2002</b>	General-Education Students	58	3%	19%	62%	16%
	Students with Disabilities	8	25%	25%	50%	0%
	All Students	66	6%	20%	61%	14%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	57	5%	44%	49%	2%
	Students with Disabilities	15	0%	87%	13%	0%
	All Students	72	4%	53%	42%	1%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 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	51	51	51	12	12	12	63	63	63
Number Scoring 55–64	2	5	1	3	1	0	5	6	1
Number Scoring 65–84	29	26	34	4	7	6	33	33	40
Number Scoring 85–100	13	12	9	0	0	0	13	12	9
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)