

# New York State District Report Card Comprehensive Information Report

BEDS Code: 66-20-01-03-0000

Name: Scarsdale Union Free School District

Superintendent: Mr. Michael V. McGill

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	308	304	366
First	344	332	319
Second	350	348	345
Third	363	359	349
Fourth	365	367	358
Fifth	363	363	379
Sixth	377	364	373
Ungraded Elementary	35	54	35
Seventh	336	379	367
Eighth	292	351	367
Ninth	329	301	343
Tenth	277	333	291
Eleventh	273	284	328
Twelfth	302	269	275
Ungraded Secondary	0	0	13
Total K-12 Enrollment	4314	4408	4508

## 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	559	13.0%	559	12.7%	578	12.8%
Black (Not Hispanic)	78	1.8%	82	1.9%	87	1.9%
Hispanic	92	2.1%	88	2.0%	94	2.1%
White (Not Hispanic)	3585	83.1%	3679	83.5%	3749	83.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	19	19
Common Branch	21	20	20
English Grade 8	20	19	20
Mathematics Grade 8	20	19	21
Science Grade 8	21	20	21
Social Studies Grade 8	21	20	19
English Grade 10	21	22	20
Mathematics Grade 10	17	20	17
Science Grade 10	19	20	20
Social Studies Grade 10	20	21	19

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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	138	3.2%	158	3.6%	144	3.2%
Eligible for Free Lunch	0	0.0%	0	0.0%	0	0.0%

### 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		97.5%		97.6%		97.7%
Student Suspensions	23	0.5%	16	0.4%	26	0.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	390
Total Other Professional Staff	51
Total Paraprofessionals	108
Teaching Out of Certification*	19
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	276	0	0%	234	0	0%	240	0	0%
Students with Disabilities	22	0	0%	33	0	0%	31	0	0%
All Students	298	0	0%	267	0	0%	271	0	0%

\*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	265	5	0	0	0	1
Percent	98%	2%	0%	0%	0%	0%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
31	0	0	31

\*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			1		0	
	Entered GED Program*			1		0	
	Total Noncompleters			2		0	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
All Students	Dropped Out	2	0.2%	1	0.1%	2	0.2%
	Entered GED Program*	0	0.0%	1	0.1%	0	0.0%
	Total Noncompleters	2	0.2%	2	0.2%	2	0.2%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

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

### Students with Disabilities

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

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	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	3	#	2	#	2	#
Science	7	100%	0	0%	11	82%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	269	282	331	33	37	28
Number Scoring 55–100	269	282	331	33	37	28
Number Scoring 65–100	262	279	328	30	36	28
Number Scoring 85–100	194	224	293	8	18	16
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	97%	99%	99%	91%	97%	100%
Percentage of Tested Scoring 85–100	72%	79%	89%	24%	49%	57%
<b>Mathematics A</b>						
Number Tested	28	54	309	18	16	35
Number Scoring 55–100	24	52	306	15	14	34
Number Scoring 65–100	17	40	302	12	9	33
Number Scoring 85–100	5	13	224	4	0	17
Percentage of Tested Scoring 55–100	86%	96%	99%	83%	88%	97%
Percentage of Tested Scoring 65–100	61%	74%	98%	67%	56%	94%
Percentage of Tested Scoring 85–100	18%	24%	72%	22%	0%	49%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	280	327	287	39	28	34
Number Scoring 55–100	279	326	283	38	27	32
Number Scoring 65–100	277	323	279	37	26	31
Number Scoring 85–100	190	162	183	11	2	8
Percentage of Tested Scoring 55–100	100%	100%	99%	97%	96%	94%
Percentage of Tested Scoring 65–100	99%	99%	97%	95%	93%	91%
Percentage of Tested Scoring 85–100	68%	50%	64%	28%	7%	24%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	273	293	321	36	39	28
Number Scoring 55–100	270	291	321	34	37	28
Number Scoring 65–100	253	278	318	28	30	27
Number Scoring 85–100	178	155	238	12	10	11
Percentage of Tested Scoring 55–100	99%	99%	100%	94%	95%	100%
Percentage of Tested Scoring 65–100	93%	95%	99%	78%	77%	96%
Percentage of Tested Scoring 85–100	65%	53%	74%	33%	26%	39%

(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	254	292	317	11	22	32
Number Scoring 55–100	254	292	316	11	22	32
Number Scoring 65–100	254	292	315	11	22	32
Number Scoring 85–100	156	173	202	5	5	15
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 85–100	61%	59%	64%	45%	23%	47%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	137	145	142	32	33	29
Number Scoring 55–100	135	142	141	30	31	28
Number Scoring 65–100	132	142	139	28	31	26
Number Scoring 85–100	70	58	74	9	11	8
Percentage of Tested Scoring 55–100	99%	98%	99%	94%	94%	97%
Percentage of Tested Scoring 65–100	96%	98%	98%	88%	94%	90%
Percentage of Tested Scoring 85–100	51%	40%	52%	28%	33%	28%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		207	185		7	1
Number Scoring 55–100		207	185		7	#
Number Scoring 65–100		205	184		7	#
Number Scoring 85–100		114	106		2	#
Percentage of Tested Scoring 55–100		100%	100%		100%	#
Percentage of Tested Scoring 65–100		99%	99%		100%	#
Percentage of Tested Scoring 85–100		55%	57%		29%	#
<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	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 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	7	0	0	0	0
Number Scoring 55–100	0	7	0	0	0	0
Number Scoring 65–100	0	7	0	0	0	0
Number Scoring 85–100	0	7	0	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	100%	0%	0%	0%	0%
<b>Comprehensive Spanish</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 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	225	221	0	24	13	0
Number Scoring 55–100	221	220	0	23	13	0
Number Scoring 65–100	213	216	0	22	11	0
Number Scoring 85–100	150	127	0	10	2	0
Percentage of Tested Scoring 55–100	98%	100%	0%	96%	100%	0%
Percentage of Tested Scoring 65–100	95%	98%	0%	92%	85%	0%
Percentage of Tested Scoring 85–100	67%	57%	0%	42%	15%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	163	216	207	12	10	18
Number Scoring 55–100	161	216	197	12	10	15
Number Scoring 65–100	159	211	191	11	10	13
Number Scoring 85–100	107	161	120	6	6	5
Percentage of Tested Scoring 55–100	99%	100%	95%	100%	100%	83%
Percentage of Tested Scoring 65–100	98%	98%	92%	92%	100%	72%
Percentage of Tested Scoring 85–100	66%	75%	58%	50%	60%	28%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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	349	1%	1%	58%	40%
	Students with Disabilities	27	7%	19%	52%	22%
	All Students	376	1%	2%	58%	39%

### 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	218	0%	8%	56%	36%
	Students with Disabilities	12	0%	75%	25%	0%
	All Students	230	0%	11%	54%	34%

(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	1	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	240	240	240	35	35	35	275	275	275
Number Scoring 55–64	0	7	0	0	6	1	0	13	1
Number Scoring 65–84	56	95	57	23	17	21	79	112	78
Number Scoring 85–100	176	138	181	10	9	11	186	147	192
Approved Alternatives	7	0	0	0	0	0	7	0	0

(Form – K)