

# 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	2001-02	2002-03	2003-04
Pre-K	38	43	44
Kindergarten	81	54	80
First	56	79	57
Second	61	63	84
Third	88	65	62
Fourth	61	90	69
Fifth	81	66	88
Sixth	54	87	67
Ungraded Elementary	0	0	0
Seventh	77	64	84
Eighth	63	79	63
Ninth	56	83	82
Tenth	64	59	90
Eleventh	70	54	49
Twelfth	52	71	46
Ungraded Secondary	0	0	0
Total K-12 Enrollment	864	914	921

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	88	10.2%	91	10.0%	104	11.3%
Black (Not Hispanic)	343	39.7%	346	37.9%	324	35.2%
Hispanic	272	31.5%	331	36.2%	336	36.5%
White (Not Hispanic)	161	18.6%	146	16.0%	157	17.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	18	20
Common Branch	17	19	19
English Grade 8	29	35	28
Mathematics Grade 8	14	15	18
Science Grade 8	16	0	18
Social Studies Grade 8	16	24	16
English Grade 10	10	29	21
Mathematics Grade 10	23	0	13
Science Grade 10	18	15	19
Social Studies Grade 10	13	21	25

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	75	8.3%	84	8.8%	79	8.2%
<b>Eligible for Free Lunch</b>	150	17.4%	157	17.2%	166	18.0%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.6%		94.7%		94.9%
<b>Student Suspensions</b>	71	8.2%	82	9.5%	104	11.4%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	6.1%	8.3%	7.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	95
Total Other Professional Staff	12
Total Paraprofessionals	35
Teaching Out of Certification*	0

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

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	30	0	0%	41	17	41%	52	21	40%
Students with Disabilities	7	0	0%	8	1	12%	2	0	0%
All Students	37	0	0%	49	18	37%	54	21	39%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	30	16	1	1	5	1
Percent	56%	30%	2%	2%	9%	2%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
2	0	1	3

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	0		2		2	0.8%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		2		2	0.8%
<b>Students with Disabilities</b>	Dropped Out	0		0		1	2.4%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		1	2.4%
<b>All Students</b>	Dropped Out	0	0.0%	2	0.7%	3	1.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	2	0.7%	3	1.0%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	20	80%	16	94%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	34	74%	41	93%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	4	#	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	0	0%	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	1	#	0	0%
Science	0	0%	2	#	0	0%
Reading	2	#	1	#	0	0%
Writing	1	#	5	100%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	60	50	47	8	4	3
Number Scoring 55-100	51	44	43	3	#	#
Number Scoring 65-100	39	37	43	2	#	#
Number Scoring 85-100	13	11	17	1	#	#
Percentage of Tested Scoring 55-100	85%	88%	91%	38%	#	#
Percentage of Tested Scoring 65-100	65%	74%	91%	25%	#	#
Percentage of Tested Scoring 85-100	22%	22%	36%	12%	#	#
<b>Mathematics A</b>						
Number Tested	44	58	75	3	4	6
Number Scoring 55-100	34	41	71	#	#	6
Number Scoring 65-100	26	35	65	#	#	6
Number Scoring 85-100	6	6	18	#	#	0
Percentage of Tested Scoring 55-100	77%	71%	95%	#	#	100%
Percentage of Tested Scoring 65-100	59%	60%	87%	#	#	100%
Percentage of Tested Scoring 85-100	14%	10%	24%	#	#	0%
<b>Mathematics B</b>						
Number Tested	17	12	23	0	0	0
Number Scoring 55-100	16	12	19	0	0	0
Number Scoring 65-100	16	9	15	0	0	0
Number Scoring 85-100	14	7	12	0	0	0
Percentage of Tested Scoring 55-100	94%	100%	83%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	75%	65%	0%	0%	0%
Percentage of Tested Scoring 85-100	82%	58%	52%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	48	56	52	4	2	6
Number Scoring 55-100	45	40	39	#	#	4
Number Scoring 65-100	38	31	25	#	#	3
Number Scoring 85-100	7	9	5	#	#	0
Percentage of Tested Scoring 55-100	94%	71%	75%	#	#	67%
Percentage of Tested Scoring 65-100	79%	55%	48%	#	#	50%
Percentage of Tested Scoring 85-100	15%	16%	10%	#	#	0%
<b>U.S. History and Government</b>						
Number Tested	63	46	44	8	6	1
Number Scoring 55-100	60	42	41	8	6	#
Number Scoring 65-100	51	38	32	7	6	#
Number Scoring 85-100	12	12	19	0	0	#
Percentage of Tested Scoring 55-100	95%	91%	93%	100%	100%	#
Percentage of Tested Scoring 65-100	81%	83%	73%	88%	100%	#
Percentage of Tested Scoring 85-100	19%	26%	43%	0%	0%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	45	73	57	1	8	4
Number Scoring 55-100	45	59	53	#	6	#
Number Scoring 65-100	44	47	48	#	4	#
Number Scoring 85-100	7	8	6	#	0	#
Percentage of Tested Scoring 55-100	100%	81%	93%	#	75%	#
Percentage of Tested Scoring 65-100	98%	64%	84%	#	50%	#
Percentage of Tested Scoring 85-100	16%	11%	11%	#	0%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	26	40	36	1	0	1
Number Scoring 55-100	26	35	33	#	0	#
Number Scoring 65-100	24	32	26	#	0	#
Number Scoring 85-100	5	7	8	#	0	#
Percentage of Tested Scoring 55-100	100%	88%	92%	#	0%	#
Percentage of Tested Scoring 65-100	92%	80%	72%	#	0%	#
Percentage of Tested Scoring 85-100	19%	17%	22%	#	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	36	34	26	2	0	0
Number Scoring 55-100	25	29	21	#	0	0
Number Scoring 65-100	11	23	16	#	0	0
Number Scoring 85-100	0	5	2	#	0	0
Percentage of Tested Scoring 55-100	69%	85%	81%	#	0%	0%
Percentage of Tested Scoring 65-100	31%	68%	62%	#	0%	0%
Percentage of Tested Scoring 85-100	0%	15%	8%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			11			0
Number Scoring 55-100			11			0
Number Scoring 65-100			10			0
Number Scoring 85-100			5			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			91%			0%
Percentage of Tested Scoring 85-100			45%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	17	14	10	1	0	0
Number Scoring 55-100	16	14	9	#	0	0
Number Scoring 65-100	16	14	9	#	0	0
Number Scoring 85-100	6	6	2	#	0	0
Percentage of Tested Scoring 55-100	94%	100%	90%	#	0%	0%
Percentage of Tested Scoring 65-100	94%	100%	90%	#	0%	0%
Percentage of Tested Scoring 85-100	35%	43%	20%	#	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	18	27	27	2	0	0
Number Scoring 55-100	18	27	27	#	0	0
Number Scoring 65-100	17	26	27	#	0	0
Number Scoring 85-100	7	22	16	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	94%	96%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	39%	81%	59%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	34	2	0	2	0	0
Number Scoring 55-100	25	#	0	#	0	0
Number Scoring 65-100	19	#	0	#	0	0
Number Scoring 85-100	6	#	0	#	0	0
Percentage of Tested Scoring 55-100	74%	#	0%	#	0%	0%
Percentage of Tested Scoring 65-100	56%	#	0%	#	0%	0%
Percentage of Tested Scoring 85-100	18%	#	0%	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	6	100%	0	0%
Students with Disabilities	0	0%	2	#	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	76	4%	8%	55%	33%
	Students with Disabilities	9	0%	0%	100%	0%
	All Students	85	4%	7%	60%	29%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	49	10%	57%	27%	6%
	Students with Disabilities	10	10%	70%	20%	0%
	All Students	59	10%	59%	25%	5%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

## 2000 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	42	42	42	3	3	3	45	45	45
Number Scoring 55–64	#	#	#	#	#	#	4	5	4
Number Scoring 65–84	#	#	#	#	#	#	28	21	30
Number Scoring 85–100	#	#	#	#	#	#	7	13	5
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			28			0
Beginning (0-18)			5			0
Intermediate (19-31)			10			0
Advanced (32-36)			6			0
Proficient (37-39)			7			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			28			0
Beginning (0-14)			16			0
Intermediate (15-24)			4			0
Advanced (25-32)			7			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			25			0
Beginning (0-18)			3			0
Intermediate (19-31)			5			0
Advanced (32-36)			5			0
Proficient (37-39)			12			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			25			0
Beginning (0-14)			6			0
Intermediate (15-24)			12			0
Advanced (25-32)			7			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			2			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			7			0
Beginning (0-14)			0			0
Intermediate (15-24)			4			0
Advanced (25-32)			3			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			13			0
Beginning (0-18)			0			0
Intermediate (19-31)			4			0
Advanced (32-36)			4			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			13			0
Beginning (0-14)			1			0
Intermediate (15-24)			9			0
Advanced (25-32)			3			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			23			0
Beginning (0-18)			1			0
Intermediate (19-31)			10			0
Advanced (32-36)			5			0
Proficient (37-39)			7			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			23			0
Beginning (0-14)			2			0
Intermediate (15-24)			6			0
Advanced (25-32)			12			0
Proficient (33-35)			3			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)