

# New York State District Report Card Comprehensive Information Report

BEDS Code: 07-06-00-01-0000  
 Name: Elmira City School District  
 Superintendent: Laura E. Sherwood

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	224	253	229
Kindergarten	574	567	540
First	558	566	539
Second	547	554	540
Third	600	531	544
Fourth	574	568	522
Fifth	601	566	586
Sixth	604	619	575
Ungraded Elementary	103	100	112
Seventh	583	594	601
Eighth	542	554	556
Ninth	586	577	589
Tenth	546	546	495
Eleventh	473	493	471
Twelfth	473	491	489
Ungraded Secondary	152	156	151
Total K-12 Enrollment	7516	7482	7310

## 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	74	1.0%	63	0.8%	71	1.0%
Black (Not Hispanic)	1041	13.9%	1068	14.3%	1075	14.7%
Hispanic	137	1.8%	131	1.8%	132	1.8%
White (Not Hispanic)	6264	83.3%	6220	83.1%	6032	82.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	18	19
Common Branch	20	19	19
English Grade 8	19	20	20
Mathematics Grade 8	19	19	21
Science Grade 8	20	21	19
Social Studies Grade 8	19	21	21
English Grade 10	23	23	22
Mathematics Grade 10	20	23	16
Science Grade 10	24	25	24
Social Studies Grade 10	23	19	22

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high 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	16	0.2%	16	0.2%	25	0.3%
Eligible for Free Lunch	2321	30.9%	2591	34.6%	2716	37.2%

### 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		93.2%		94.8%		94.4%
Student Suspensions	446	5.7%	399	5.3%	448	6.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.5%	9.8%	10.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	601
Total Other Professional Staff	110
Total Paraprofessionals	267
Teaching Out of Certification*	40
Teachers with Temporary Licenses	8

\*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	328	181	55%	311	185	59%	350	200	57%
Students with Disabilities	22	0	0%	13	0	0%	16	1	6%
All Students	350	181	52%	324	185	57%	366	201	55%

\*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	123	123	2	11	42	65
Percent	34%	34%	1%	3%	11%	18%

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

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
16	1	24	40

\*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			69		57	
	Entered GED Program*			79		24	
	Total Noncompleters			148		81	
Students with Disabilities	Dropped Out			26		2	
	Entered GED Program*			27		3	
	Total Noncompleters			53		5	
All Students	Dropped Out	182	8.3%	95	4.3%	59	2.7%
	Entered GED Program*	80	3.7%	106	4.8%	27	1.3%
	Total Noncompleters	262	12.0%	201	9.1%	86	4.0%

\*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		55%	95%
2-3		54%	96%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		782	946
	Number of Students with Disabilities		77	153
	Number of All Students		859	1099
	Percent of Enrollment		74%	96%
6-8	Number of General-Education Students		503	1416
	Number of Students with Disabilities		77	316
	Number of All Students		580	1732
	Percent of Enrollment		32%	96%
9-12	Number of General-Education Students		1821	1836
	Number of Students with Disabilities		300	208
	Number of All Students		2121	2044
	Percent of Enrollment		96%	95%

## 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%	82	56%	109	49%
German	0	0%	35	80%	29	83%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	332	69%	337	73%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	13	23%
German	0	0%	0	0%	2	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	15	20%	19	53%

(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	8	62%	14	71%	18	78%
Science	45	71%	17	53%	9	67%
Reading	0	0%	0	0%	4	#
Writing	4	#	0	0%	5	20%
Global Studies	30	40%	6	33%	5	40%
U.S. Hist & Gov't	59	66%	5	20%	4	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	81%	31	87%	43	63%
Science	19	53%	33	39%	22	45%
Reading	2	#	8	88%	19	100%
Writing	8	100%	11	82%	22	86%
Global Studies	22	23%	13	54%	31	52%
U.S. Hist & Gov't	22	41%	7	43%	17	29%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	446	425	460	32	29	38
Number Scoring 55–100	402	362	394	20	13	20
Number Scoring 65–100	335	285	322	10	8	10
Number Scoring 85–100	57	99	114	0	0	0
Percentage of Tested Scoring 55–100	90%	85%	86%	62%	45%	53%
Percentage of Tested Scoring 65–100	75%	67%	70%	31%	28%	26%
Percentage of Tested Scoring 85–100	13%	23%	25%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	220	214	568	30	18	30
Number Scoring 55–100	56	72	391	1	9	10
Number Scoring 65–100	26	29	305	1	4	5
Number Scoring 85–100	3	1	42	0	0	0
Percentage of Tested Scoring 55–100	25%	34%	69%	3%	50%	33%
Percentage of Tested Scoring 65–100	12%	14%	54%	3%	22%	17%
Percentage of Tested Scoring 85–100	1%	0%	7%	0%	0%	0%
<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	574	555	561	51	49	49
Number Scoring 55–100	485	448	420	36	32	25
Number Scoring 65–100	401	341	325	22	19	12
Number Scoring 85–100	105	50	86	1	0	1
Percentage of Tested Scoring 55–100	84%	81%	75%	71%	65%	51%
Percentage of Tested Scoring 65–100	70%	61%	58%	43%	39%	24%
Percentage of Tested Scoring 85–100	18%	9%	15%	2%	0%	2%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	405	444	500	22	35	50
Number Scoring 55–100	347	402	446	9	27	30
Number Scoring 65–100	299	325	382	4	14	20
Number Scoring 85–100	95	100	140	0	3	1
Percentage of Tested Scoring 55–100	86%	91%	89%	41%	77%	60%
Percentage of Tested Scoring 65–100	74%	73%	76%	18%	40%	40%
Percentage of Tested Scoring 85–100	23%	23%	28%	0%	9%	2%

(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	468	370	407	26	17	33
Number Scoring 55–100	383	356	378	14	11	29
Number Scoring 65–100	335	320	318	12	9	21
Number Scoring 85–100	54	73	51	0	0	1
Percentage of Tested Scoring 55–100	82%	96%	93%	54%	65%	88%
Percentage of Tested Scoring 65–100	72%	86%	78%	46%	53%	64%
Percentage of Tested Scoring 85–100	12%	20%	13%	0%	0%	3%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	330	294	304	22	16	21
Number Scoring 55–100	237	245	265	6	9	9
Number Scoring 65–100	189	193	224	5	7	7
Number Scoring 85–100	57	31	76	1	0	1
Percentage of Tested Scoring 55–100	72%	83%	87%	27%	56%	43%
Percentage of Tested Scoring 65–100	57%	66%	74%	23%	44%	33%
Percentage of Tested Scoring 85–100	17%	11%	25%	5%	0%	5%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		214	252		1	1
Number Scoring 55–100		192	227		#	#
Number Scoring 65–100		138	170		#	#
Number Scoring 85–100		17	44		#	#
Percentage of Tested Scoring 55–100		90%	90%		#	#
Percentage of Tested Scoring 65–100		64%	67%		#	#
Percentage of Tested Scoring 85–100		8%	17%		#	#
<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	62	65	70	0	0	0
Number Scoring 55–100	59	58	70	0	0	0
Number Scoring 65–100	57	55	68	0	0	0
Number Scoring 85–100	23	22	33	0	0	0
Percentage of Tested Scoring 55–100	95%	89%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	85%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	37%	34%	47%	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	19	17	23	0	1	0
Number Scoring 55–100	18	17	20	0	#	0
Number Scoring 65–100	17	15	19	0	#	0
Number Scoring 85–100	8	5	8	0	#	0
Percentage of Tested Scoring 55–100	95%	100%	87%	0%	#	0%
Percentage of Tested Scoring 65–100	89%	88%	83%	0%	#	0%
Percentage of Tested Scoring 85–100	42%	29%	35%	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	207	248	200	3	0	2
Number Scoring 55–100	196	237	195	#	0	#
Number Scoring 65–100	190	232	189	#	0	#
Number Scoring 85–100	104	137	79	#	0	#
Percentage of Tested Scoring 55–100	95%	96%	97%	#	0%	#
Percentage of Tested Scoring 65–100	92%	94%	94%	#	0%	#
Percentage of Tested Scoring 85–100	50%	55%	40%	#	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	397	337	78	12	1	0
Number Scoring 55–100	265	237	49	2	#	0
Number Scoring 65–100	223	196	33	2	#	0
Number Scoring 85–100	74	65	3	1	#	0
Percentage of Tested Scoring 55–100	67%	70%	63%	17%	#	0%
Percentage of Tested Scoring 65–100	56%	58%	42%	17%	#	0%
Percentage of Tested Scoring 85–100	19%	19%	4%	8%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	193	183	172	3	0	0
Number Scoring 55–100	165	177	149	#	0	0
Number Scoring 65–100	156	163	138	#	0	0
Number Scoring 85–100	83	86	68	#	0	0
Percentage of Tested Scoring 55–100	85%	97%	87%	#	0%	0%
Percentage of Tested Scoring 65–100	81%	89%	80%	#	0%	0%
Percentage of Tested Scoring 85–100	43%	47%	40%	#	0%	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	415	89%	461	93%	24	67%
Students with Disabilities	56	59%	56	71%	5	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	517	11%	19%	62%	8%
	Students with Disabilities	86	26%	23%	49%	2%
	All Students	603	13%	19%	60%	7%

### 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	483	6%	53%	36%	5%
	Students with Disabilities	111	36%	52%	12%	0%
	All Students	594	11%	53%	32%	4%

(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	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	3	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	406	406	406	56	56	56	462	462	462
Number Scoring 55–64	42	52	39	9	8	7	51	60	46
Number Scoring 65–84	214	204	253	14	12	14	228	216	267
Number Scoring 85–100	99	96	73	0	2	0	99	98	73
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)