

# New York State School Report Card Comprehensive Information Report

BEDS Code: 07-06-00-01-0021

Grade Range : 9-12

Name: Elmira Free Academy

Principal: Robert Bailey

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	274	299	306
Tenth	237	240	212
Eleventh	210	220	203
Twelfth	205	214	219
Ungraded Secondary	58	55	54
Total K-12 Enrollment	984	1028	994

## 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	10	1.0%	7	0.7%	14	1.4%
Black (Not Hispanic)	178	18.1%	207	20.1%	198	19.9%
Hispanic	20	2.0%	22	2.1%	21	2.1%
White (Not Hispanic)	776	78.9%	792	77.0%	761	76.6%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	24	20
Mathematics Grade 10	20	21	18
Science Grade 10	20	25	23
Social Studies Grade 10	23	20	21

(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
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	1	0.1%	2	0.2%	5	0.5%
Eligible for Free Lunch	243	24.7%	295	28.7%	298	30.0%

### 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		94.0%		95.5%		92.0%
Student Suspensions	97	9.1%	88	8.9%	124	12.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.9%	7.0%	8.0%
Public Assistance	31-40%	21-30%	21-30%
Student Stability	92%	85%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	70
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	6
Teachers with Temporary Licenses	3

\*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	151	93	62%	140	91	65%	156	99	63%
Students with Disabilities	11	0	0%	5	0	0%	6	1	17%
All Students	162	93	57%	145	91	63%	162	100	62%

\*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	70	58	2	8	18	6
Percent	43%	36%	1%	5%	11%	4%

## 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)
6	1	18	24

\*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			25		29	
	Entered GED Program*			40		5	
	Total Noncompleters			65		34	
Students with Disabilities	Dropped Out			12		2	
	Entered GED Program*			15		2	
	Total Noncompleters			27		4	
All Students	Dropped Out	62	6.3%	37	3.6%	31	3.1%
	Entered GED Program*	51	5.2%	55	5.3%	7	0.7%
	Total Noncompleters	113	11.5%	92	8.9%	38	3.8%

\*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		880	780
	Number of Students with Disabilities		150	160
	Number of All Students		1030	940
	Percent of Enrollment		100%	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%	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	7	71%	10	70%	12	92%
Science	28	61%	7	71%	7	71%
Reading	0	0%	0	0%	3	#
Writing	3	#	0	0%	4	#
Global Studies	10	20%	3	#	2	#
U.S. Hist & Gov't	14	36%	1	#	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	82%	16	81%	22	73%
Science	12	25%	15	40%	13	62%
Reading	0	0%	3	#	7	100%
Writing	4	#	3	#	9	67%
Global Studies	11	9%	3	#	12	25%
U.S. Hist & Gov't	9	22%	3	#	10	10%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	207	191	197	13	15	23
Number Scoring 55–100	191	162	155	10	5	9
Number Scoring 65–100	160	117	121	5	1	5
Number Scoring 85–100	35	55	40	0	0	0
Percentage of Tested Scoring 55–100	92%	85%	79%	77%	33%	39%
Percentage of Tested Scoring 65–100	77%	61%	61%	38%	7%	22%
Percentage of Tested Scoring 85–100	17%	29%	20%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	135	96	236	20	6	19
Number Scoring 55–100	33	40	156	1	4	4
Number Scoring 65–100	12	18	122	1	2	3
Number Scoring 85–100	0	1	20	0	0	0
Percentage of Tested Scoring 55–100	24%	42%	66%	5%	67%	21%
Percentage of Tested Scoring 65–100	9%	19%	52%	5%	33%	16%
Percentage of Tested Scoring 85–100	0%	1%	8%	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	258	229	239	26	27	25
Number Scoring 55–100	228	189	192	21	14	13
Number Scoring 65–100	196	148	161	14	10	7
Number Scoring 85–100	80	31	50	0	0	1
Percentage of Tested Scoring 55–100	88%	83%	80%	81%	52%	52%
Percentage of Tested Scoring 65–100	76%	65%	67%	54%	37%	28%
Percentage of Tested Scoring 85–100	31%	14%	21%	0%	0%	4%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	193	211	217	10	16	34
Number Scoring 55–100	160	194	184	4	13	19
Number Scoring 65–100	139	147	153	1	5	12
Number Scoring 85–100	51	46	59	0	1	1
Percentage of Tested Scoring 55–100	83%	92%	85%	40%	81%	56%
Percentage of Tested Scoring 65–100	72%	70%	71%	10%	31%	35%
Percentage of Tested Scoring 85–100	26%	22%	27%	0%	6%	3%

(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	201	147	194	9	7	17
Number Scoring 55–100	167	137	171	4	3	15
Number Scoring 65–100	146	120	151	4	2	11
Number Scoring 85–100	21	37	30	0	0	1
Percentage of Tested Scoring 55–100	83%	93%	88%	44%	43%	88%
Percentage of Tested Scoring 65–100	73%	82%	78%	44%	29%	65%
Percentage of Tested Scoring 85–100	10%	25%	15%	0%	0%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	90	120	132	16	16	19
Number Scoring 55–100	53	97	110	3	9	7
Number Scoring 65–100	39	79	92	3	7	5
Number Scoring 85–100	10	12	36	0	0	1
Percentage of Tested Scoring 55–100	59%	81%	83%	19%	56%	37%
Percentage of Tested Scoring 65–100	43%	66%	70%	19%	44%	26%
Percentage of Tested Scoring 85–100	11%	10%	27%	0%	0%	5%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		78	103		1	0
Number Scoring 55–100		67	90		#	0
Number Scoring 65–100		37	58		#	0
Number Scoring 85–100		4	14		#	0
Percentage of Tested Scoring 55–100		86%	87%		#	0%
Percentage of Tested Scoring 65–100		47%	56%		#	0%
Percentage of Tested Scoring 85–100		5%	14%		#	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	31	27	22	0	0	0
Number Scoring 55–100	28	21	22	0	0	0
Number Scoring 65–100	26	18	20	0	0	0
Number Scoring 85–100	2	4	7	0	0	0
Percentage of Tested Scoring 55–100	90%	78%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	84%	67%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	6%	15%	32%	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	8	3	6	0	1	0
Number Scoring 55–100	8	#	5	0	#	0
Number Scoring 65–100	8	#	4	0	#	0
Number Scoring 85–100	5	#	2	0	#	0
Percentage of Tested Scoring 55–100	100%	#	83%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	#	67%	0%	#	0%
Percentage of Tested Scoring 85–100	62%	#	33%	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	76	89	83	1	0	0
Number Scoring 55–100	69	83	83	#	0	0
Number Scoring 65–100	67	82	82	#	0	0
Number Scoring 85–100	31	47	33	#	0	0
Percentage of Tested Scoring 55–100	91%	93%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	88%	92%	99%	#	0%	0%
Percentage of Tested Scoring 85–100	41%	53%	40%	#	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	150	130	27	2	0	0
Number Scoring 55–100	113	97	16	#	0	0
Number Scoring 65–100	100	83	11	#	0	0
Number Scoring 85–100	36	34	1	#	0	0
Percentage of Tested Scoring 55–100	75%	75%	59%	#	0%	0%
Percentage of Tested Scoring 65–100	67%	64%	41%	#	0%	0%
Percentage of Tested Scoring 85–100	24%	26%	4%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	97	74	73	2	0	0
Number Scoring 55–100	91	74	62	#	0	0
Number Scoring 65–100	88	72	59	#	0	0
Number Scoring 85–100	53	48	34	#	0	0
Percentage of Tested Scoring 55–100	94%	100%	85%	#	0%	0%
Percentage of Tested Scoring 65–100	91%	97%	81%	#	0%	0%
Percentage of Tested Scoring 85–100	55%	65%	47%	#	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	176	90%	226	91%	20	60%
Students with Disabilities	26	54%	32	81%	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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

### 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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	177	177	177	34	34	34	211	211	211
Number Scoring 55–64	13	27	17	5	6	4	18	33	21
Number Scoring 65–84	72	88	100	10	5	9	82	93	109
Number Scoring 85–100	75	43	42	0	2	0	75	45	42
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)