

# New York State District Report Card Comprehensive Information Report

BEDS Code: 66-04-06-03-0000

Name: Edgemont Union Free School District

Superintendent: Nancy L. Taddiken

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	117	127	121
First	117	126	136
Second	121	121	135
Third	167	121	129
Fourth	124	166	132
Fifth	142	125	166
Sixth	139	149	129
Ungraded Elementary	0	6	0
Seventh	136	134	155
Eighth	134	139	136
Ninth	134	143	154
Tenth	125	139	139
Eleventh	109	128	142
Twelfth	113	106	124
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1678	1730	1798

## 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	366	21.8%	387	22.4%	305	17.0%
Black (Not Hispanic)	18	1.1%	11	0.6%	17	0.9%
Hispanic	46	2.7%	45	2.6%	36	2.0%
White (Not Hispanic)	1248	74.4%	1287	74.4%	1440	80.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	21	20
Common Branch	20	20	20
English Grade 8	19	20	19
Mathematics Grade 8	20	21	21
Science Grade 8	19	20	19
Social Studies Grade 8	21	20	23
English Grade 10	21	20	20
Mathematics Grade 10	23	24	19
Science Grade 10	19	0	15
Social Studies Grade 10	21	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	63	3.7%	28	1.6%	60	3.3%
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		96.4%		96.4%		96.9%
Student Suspensions	14	0.8%	9	0.5%	15	0.9%

### 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	144
Total Other Professional Staff	20
Total Paraprofessionals	60
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	101	0	0%	99	0	0%	109	0	0%
Students with Disabilities	13	0	0%	5	0	0%	16	0	0%
All Students	114	0	0%	104	0	0%	125	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	120	4	1	0	0	0
Percent	96%	3%	1%	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)
16	0	0	16

\*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		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	1	0.2%	0	0.0%	0	0.0%
	Entered GED Program*	1	0.2%	0	0.0%	0	0.0%
	Total Noncompleters	2	0.4%	0	0.0%	0	0.0%

\*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		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	112
	Number of Students with Disabilities		0	24
	Number of All Students		0	136
	Percent of Enrollment		0%	32%
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	0	0%	0	0%	1	#
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	4	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	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	106	124	141	7	16	11
Number Scoring 55–100	104	124	141	6	16	11
Number Scoring 65–100	102	122	141	6	16	11
Number Scoring 85–100	48	94	110	0	7	4
Percentage of Tested Scoring 55–100	98%	100%	100%	86%	100%	100%
Percentage of Tested Scoring 65–100	96%	98%	100%	86%	100%	100%
Percentage of Tested Scoring 85–100	45%	76%	78%	0%	44%	36%
<b>Mathematics A</b>						
Number Tested	0	0	139	0	0	13
Number Scoring 55–100	0	0	138	0	0	13
Number Scoring 65–100	0	0	138	0	0	13
Number Scoring 85–100	0	0	108	0	0	6
Percentage of Tested Scoring 55–100	0%	0%	99%	0%	0%	100%
Percentage of Tested Scoring 65–100	0%	0%	99%	0%	0%	100%
Percentage of Tested Scoring 85–100	0%	0%	78%	0%	0%	46%
<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	126	128	142	18	11	13
Number Scoring 55–100	126	128	142	18	11	13
Number Scoring 65–100	124	126	142	16	10	13
Number Scoring 85–100	90	86	101	8	0	6
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	98%	100%	89%	91%	100%
Percentage of Tested Scoring 85–100	71%	67%	71%	44%	0%	46%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	105	121	136	16	17	11
Number Scoring 55–100	94	121	136	6	17	11
Number Scoring 65–100	91	116	135	5	15	11
Number Scoring 85–100	61	74	119	0	3	7
Percentage of Tested Scoring 55–100	90%	100%	100%	38%	100%	100%
Percentage of Tested Scoring 65–100	87%	96%	99%	31%	88%	100%
Percentage of Tested Scoring 85–100	58%	61%	88%	0%	18%	64%

(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	104	101	130	16	13	14
Number Scoring 55–100	104	101	129	16	13	14
Number Scoring 65–100	103	101	129	16	13	14
Number Scoring 85–100	35	42	59	2	1	5
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 85–100	34%	42%	45%	12%	8%	36%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	18	41	43	0	9	20
Number Scoring 55–100	18	41	43	0	9	20
Number Scoring 65–100	17	41	42	0	9	20
Number Scoring 85–100	12	21	18	0	6	8
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	100%	100%
Percentage of Tested Scoring 65–100	94%	100%	98%	0%	100%	100%
Percentage of Tested Scoring 85–100	67%	51%	42%	0%	67%	40%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		121	143		3	11
Number Scoring 55–100		119	138		#	8
Number Scoring 65–100		103	116		#	5
Number Scoring 85–100		24	39		#	1
Percentage of Tested Scoring 55–100		98%	97%		#	73%
Percentage of Tested Scoring 65–100		85%	81%		#	45%
Percentage of Tested Scoring 85–100		20%	27%		#	9%
<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	16	12	14	0	0	0
Number Scoring 55–100	16	12	14	0	0	0
Number Scoring 65–100	16	12	14	0	0	0
Number Scoring 85–100	16	11	11	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	100%	92%	79%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	19	37	19	3	2	1
Number Scoring 55–100	19	37	19	#	#	#
Number Scoring 65–100	19	37	19	#	#	#
Number Scoring 85–100	18	33	19	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	95%	89%	100%	#	#	#
<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	64	67	71	5	0	1
Number Scoring 55–100	64	67	71	5	0	#
Number Scoring 65–100	63	67	71	5	0	#
Number Scoring 85–100	59	63	69	4	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	0%	#
Percentage of Tested Scoring 65–100	98%	100%	100%	100%	0%	#
Percentage of Tested Scoring 85–100	92%	94%	97%	80%	0%	#
<b>Comprehensive Latin</b>						
Number Tested	15	22	29	0	1	0
Number Scoring 55–100	15	22	29	0	#	0
Number Scoring 65–100	15	22	29	0	#	0
Number Scoring 85–100	12	22	27	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	80%	100%	93%	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	75	79	0	11	9	0
Number Scoring 55–100	73	78	0	11	8	0
Number Scoring 65–100	73	74	0	11	7	0
Number Scoring 85–100	56	54	0	8	2	0
Percentage of Tested Scoring 55–100	97%	99%	0%	100%	89%	0%
Percentage of Tested Scoring 65–100	97%	94%	0%	100%	78%	0%
Percentage of Tested Scoring 85–100	75%	68%	0%	73%	22%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	54	65	61	8	5	3
Number Scoring 55–100	52	65	61	8	5	#
Number Scoring 65–100	52	65	60	8	5	#
Number Scoring 85–100	46	55	54	6	5	#
Percentage of Tested Scoring 55–100	96%	100%	100%	100%	100%	#
Percentage of Tested Scoring 65–100	96%	100%	98%	100%	100%	#
Percentage of Tested Scoring 85–100	85%	85%	89%	75%	100%	#

(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	#	0	0%	0	0%
Students with Disabilities	1	#	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	154	0%	2%	45%	53%
	Students with Disabilities	8	0%	13%	88%	0%
	All Students	162	0%	2%	47%	51%

### 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	113	0%	9%	42%	50%
	Students with Disabilities	22	5%	14%	73%	9%
	All Students	135	1%	10%	47%	43%

(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	104	104	104	16	16	16	120	120	120
Number Scoring 55–64	1	1	4	1	2	2	2	3	6
Number Scoring 65–84	27	28	41	7	11	9	34	39	50
Number Scoring 85–100	76	75	59	8	3	5	84	78	64
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)