

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	2001-02	2002-03	2003-04
Pre-K	253	229	234
Kindergarten	567	540	544
First	566	539	542
Second	554	540	529
Third	531	544	540
Fourth	568	522	558
Fifth	566	586	529
Sixth	619	575	601
Ungraded Elementary	100	112	0
Seventh	594	601	592
Eighth	554	556	615
Ninth	577	589	612
Tenth	546	495	592
Eleventh	493	471	517
Twelfth	491	489	540
Ungraded Secondary	156	151	0
Total K-12 Enrollment	7482	7310	7311

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	63	0.8%	71	1.0%	70	1.0%
Black (Not Hispanic)	1068	14.3%	1075	14.7%	1162	15.9%
Hispanic	131	1.8%	132	1.8%	137	1.9%
White (Not Hispanic)	6220	83.1%	6032	82.5%	5942	81.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	19	19
Common Branch	19	19	20
English Grade 8	20	20	22
Mathematics Grade 8	19	21	21
Science Grade 8	21	19	22
Social Studies Grade 8	21	21	21
English Grade 10	23	22	26
Mathematics Grade 10	23	16	18
Science Grade 10	25	24	27
Social Studies Grade 10	19	22	25

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	16	0.2%	25	0.3%	26	0.3%
Eligible for Free Lunch	2591	34.6%	2716	37.2%	2813	38.5%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		94.4%		94.8%
Student Suspensions	399	5.3%	448	6.0%	724	9.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.8%	10.2%	10.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	575
Total Other Professional Staff	129
Total Paraprofessionals	199
Teaching Out of Certification*	9

*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	311	185	59%	350	200	57%	371	228	61%
Students with Disabilities	13	0	0%	16	1	6%	28	0	0%
All Students	324	185	57%	366	201	55%	399	228	57%

*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	142	161	5	16	53	22
Percent	36%	40%	1%	4%	13%	6%

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)
28	0	35	63

*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.
General-Education Students	Dropped Out	69		57		67	3.5%
	Entered GED Program*	79		24		62	3.3%
	Total Noncompleters	148		81		129	6.8%
Students with Disabilities	Dropped Out	26		2		20	5.9%
	Entered GED Program*	27		3		7	2.1%
	Total Noncompleters	53		5		27	8.0%
All Students	Dropped Out	95	4.3%	59	2.7%	87	3.9%
	Entered GED Program*	106	4.8%	27	1.3%	69	3.1%
	Total Noncompleters	201	9.1%	86	4.0%	156	7.0%

*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)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	55%	95%	78%
2-3	54%	96%	79%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	782	946	753
	Number of Students with Disabilities	77	153	118
	Number of All Students	859	1099	871
	Percent of Enrollment	74%	96%	80%
6-8	Number of General-Education Students	503	1416	484
	Number of Students with Disabilities	77	316	103
	Number of All Students	580	1732	587
	Percent of Enrollment	32%	96%	32%
9-12	Number of General-Education Students	1821	1836	373
	Number of Students with Disabilities	300	208	53
	Number of All Students	2121	2044	426
	Percent of Enrollment	96%	95%	19%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	140		
Completed and Passed Regents Exams	140	100%	77%
Completed and had Course Average of 75% or More	121	86%	81%
Completed and Attained a HS Diploma or Equivalent	134	96%	96%
Completed and Whose Status is Known	135		
Completed and Were Successfully Placed	135	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	23	32%	30%
Underrepresented Gender Members Who Completed	9	21%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	82	56%	109	49%	126	62%
German	35	80%	29	83%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	332	69%	337	73%	310	49%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	13	23%	4	#
German	0	0%	2	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	15	20%	19	53%	34	12%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	71%	18	78%	6	83%
Science	17	53%	9	67%	9	89%
Reading	0	0%	4	#	5	80%
Writing	0	0%	5	20%	6	100%
Global Studies	6	33%	5	40%	3	#
U.S. Hist & Gov't	5	20%	4	#	4	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	31	87%	43	63%	33	70%
Science	33	39%	22	45%	44	64%
Reading	8	88%	19	100%	28	79%
Writing	11	82%	22	86%	33	79%
Global Studies	13	54%	31	52%	26	23%
U.S. Hist & Gov't	7	43%	17	29%	19	42%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	425	460	431	29	38	32
Number Scoring 55-100	362	394	393	13	20	14
Number Scoring 65-100	285	322	333	8	10	5
Number Scoring 85-100	99	114	122	0	0	0
Percentage of Tested Scoring 55-100	85%	86%	91%	45%	53%	44%
Percentage of Tested Scoring 65-100	67%	70%	77%	28%	26%	16%
Percentage of Tested Scoring 85-100	23%	25%	28%	0%	0%	0%
Mathematics A						
Number Tested	214	568	415	18	30	27
Number Scoring 55-100	72	391	388	9	10	20
Number Scoring 65-100	29	305	323	4	5	8
Number Scoring 85-100	1	42	70	0	0	0
Percentage of Tested Scoring 55-100	34%	69%	93%	50%	33%	74%
Percentage of Tested Scoring 65-100	14%	54%	78%	22%	17%	30%
Percentage of Tested Scoring 85-100	0%	7%	17%	0%	0%	0%
Mathematics B						
Number Tested	0	0	89	0	0	0
Number Scoring 55-100	0	0	84	0	0	0
Number Scoring 65-100	0	0	74	0	0	0
Number Scoring 85-100	0	0	22	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	94%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	83%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	25%	0%	0%	0%
Global History and Geography						
Number Tested	555	561	556	49	49	58
Number Scoring 55-100	448	420	433	32	25	41
Number Scoring 65-100	341	325	357	19	12	26
Number Scoring 85-100	50	86	92	0	1	4
Percentage of Tested Scoring 55-100	81%	75%	78%	65%	51%	71%
Percentage of Tested Scoring 65-100	61%	58%	64%	39%	24%	45%
Percentage of Tested Scoring 85-100	9%	15%	17%	0%	2%	7%
U.S. History and Government						
Number Tested	444	500	409	35	50	33
Number Scoring 55-100	402	446	354	27	30	24
Number Scoring 65-100	325	382	294	14	20	11
Number Scoring 85-100	100	140	123	3	1	0
Percentage of Tested Scoring 55-100	91%	89%	87%	77%	60%	73%
Percentage of Tested Scoring 65-100	73%	76%	72%	40%	40%	33%
Percentage of Tested Scoring 85-100	23%	28%	30%	9%	2%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	370	407	477	17	33	30
Number Scoring 55-100	356	378	454	11	29	27
Number Scoring 65-100	320	318	412	9	21	18
Number Scoring 85-100	73	51	104	0	1	1
Percentage of Tested Scoring 55-100	96%	93%	95%	65%	88%	90%
Percentage of Tested Scoring 65-100	86%	78%	86%	53%	64%	60%
Percentage of Tested Scoring 85-100	20%	13%	22%	0%	3%	3%
Physical Setting/Earth Science						
Number Tested	294	304	297	16	21	17
Number Scoring 55-100	245	265	234	9	9	9
Number Scoring 65-100	193	224	191	7	7	8
Number Scoring 85-100	31	76	36	0	1	0
Percentage of Tested Scoring 55-100	83%	87%	79%	56%	43%	53%
Percentage of Tested Scoring 65-100	66%	74%	64%	44%	33%	47%
Percentage of Tested Scoring 85-100	11%	25%	12%	0%	5%	0%
Physical Setting/Chemistry						
Number Tested	214	252	172	1	1	1
Number Scoring 55-100	192	227	161	#	#	#
Number Scoring 65-100	138	170	128	#	#	#
Number Scoring 85-100	17	44	18	#	#	#
Percentage of Tested Scoring 55-100	90%	90%	94%	#	#	#
Percentage of Tested Scoring 65-100	64%	67%	74%	#	#	#
Percentage of Tested Scoring 85-100	8%	17%	10%	#	#	#
Physical Setting/Physics						
Number Tested			14			0
Number Scoring 55-100			14			0
Number Scoring 65-100			13			0
Number Scoring 85-100			6			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			93%			0%
Percentage of Tested Scoring 85-100			43%			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
Comprehensive French						
Number Tested	65	70	36	0	0	0
Number Scoring 55-100	58	70	36	0	0	0
Number Scoring 65-100	55	68	36	0	0	0
Number Scoring 85-100	22	33	22	0	0	0
Percentage of Tested Scoring 55-100	89%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	85%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	34%	47%	61%	0%	0%	0%
Comprehensive Italian						
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%
Comprehensive German						
Number Tested	17	23	19	1	0	0
Number Scoring 55-100	17	20	19	#	0	0
Number Scoring 65-100	15	19	19	#	0	0
Number Scoring 85-100	5	8	10	#	0	0
Percentage of Tested Scoring 55-100	100%	87%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	88%	83%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	29%	35%	53%	#	0%	0%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	248	200	171	0	2	3
Number Scoring 55-100	237	195	171	0	#	#
Number Scoring 65-100	232	189	167	0	#	#
Number Scoring 85-100	137	79	90	0	#	#
Percentage of Tested Scoring 55-100	96%	97%	100%	0%	#	#
Percentage of Tested Scoring 65-100	94%	94%	98%	0%	#	#
Percentage of Tested Scoring 85-100	55%	40%	53%	0%	#	#
Comprehensive Latin						
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
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	183	172	14	0	0	0
Number Scoring 55-100	177	149	11	0	0	0
Number Scoring 65-100	163	138	7	0	0	0
Number Scoring 85-100	86	68	2	0	0	0
Percentage of Tested Scoring 55-100	97%	87%	79%	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	80%	50%	0%	0%	0%
Percentage of Tested Scoring 85-100	47%	40%	14%	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	461	93%	24	67%	4	#
Students with Disabilities	56	71%	5	0%	7	43%

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
Nov 2003	General-Education Students	442	19%	10%	56%	15%
	Students with Disabilities	86	50%	15%	30%	5%
	All Students	528	24%	11%	52%	13%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	499	7%	64%	27%	3%
	Students with Disabilities	93	42%	53%	4%	1%
	All Students	592	12%	62%	23%	3%

(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
Elementary Level						
Social Studies	6	0	0	0	1	5
Middle Level						
Social Studies	5	1	0	0	0	5
Secondary Level						
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

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	381	381	381	43	43	43	424	424	424
Number Scoring 55–64	45	32	20	10	12	4	55	44	24
Number Scoring 65–84	260	181	252	21	13	20	281	194	272
Number Scoring 85–100	48	129	80	1	1	0	49	130	80
Approved Alternatives	0	0	0	0	0	0	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
Listening and Speaking (Grade K-1)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			4			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 2-4)						
Number Tested			4			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
Listening and Speaking (Grade 5-6)						
Number Tested			2			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 5-6)						
Number Tested			2			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

*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
Listening and Speaking (Grade 7-8)						
Number Tested			6			2
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			4			#
Proficient (37-39)			2			#
Reading and Writing (Grade 7-8)						
Number Tested			6			2
Beginning (0-14)			1			#
Intermediate (15-24)			1			#
Advanced (25-32)			3			#
Proficient (33-35)			1			#
Listening and Speaking (Grade 9-12)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)