

New York State School Report Card Comprehensive Information Report

BEDS Code: 07-06-00-01-0021
 Name: Elmira Free Academy
 Principal: Robert Bailey

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	299	306	300
Tenth	240	212	300
Eleventh	220	203	235
Twelfth	214	219	242
Ungraded Secondary	55	54	0
Total K-12 Enrollment	1028	994	1077

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	7	0.7%	14	1.4%	12	1.1%
Black (Not Hispanic)	207	20.1%	198	19.9%	238	22.1%
Hispanic	22	2.1%	21	2.1%	22	2.0%
White (Not Hispanic)	792	77.0%	761	76.6%	805	74.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	24	20	22
Mathematics Grade 10	21	18	20
Science Grade 10	25	23	26
Social Studies Grade 10	20	21	24

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.2%	5	0.5%	5	0.5%
Eligible for Free Lunch	295	28.7%	298	30.0%	364	33.8%

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		95.5%		92.0%		93.3%
Student Suspensions	88	8.9%	124	12.1%	187	18.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	7.0%	8.0%	8.0%
Public Assistance	21-30%	21-30%	41-50%
Student Stability	85%	100%	86%

Staff Counts

Staff	2003-04
Total Teachers	68
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	140	91	65%	156	99	63%	161	95	59%
Students with Disabilities	5	0	0%	6	1	17%	16	0	0%
All Students	145	91	63%	162	100	62%	177	95	54%

*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	61	63	5	12	20	16
Percent	34%	36%	3%	7%	11%	9%

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)
16	0	15	31

*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	25		29		40	4.5%
	Entered GED Program*	40		5		36	4.0%
	Total Noncompleters	65		34		76	8.5%
Students with Disabilities	Dropped Out	12		2		7	4.0%
	Entered GED Program*	15		2		3	1.7%
	Total Noncompleters	27		4		10	5.7%
All Students	Dropped Out	37	3.6%	31	3.1%	47	4.4%
	Entered GED Program*	55	5.4%	7	0.7%	39	3.7%
	Total Noncompleters	92	8.9%	38	3.8%	86	8.1%

*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	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	880	780	195
	Number of Students with Disabilities	150	160	50
	Number of All Students	1030	940	245
	Percent of Enrollment	100%	95%	23%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion 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	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	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	70%	12	92%	4	#
Science	7	71%	7	71%	6	83%
Reading	0	0%	3	#	2	#
Writing	0	0%	4	#	4	#
Global Studies	3	#	2	#	1	#
U.S. Hist & Gov't	1	#	2	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	81%	22	73%	20	65%
Science	15	40%	13	62%	22	55%
Reading	3	#	7	100%	19	74%
Writing	3	#	9	67%	23	74%
Global Studies	3	#	12	25%	18	22%
U.S. Hist & Gov't	3	#	10	10%	11	18%

(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	191	197	214	15	23	23
Number Scoring 55-100	162	155	191	5	9	9
Number Scoring 65-100	117	121	160	1	5	4
Number Scoring 85-100	55	40	58	0	0	0
Percentage of Tested Scoring 55-100	85%	79%	89%	33%	39%	39%
Percentage of Tested Scoring 65-100	61%	61%	75%	7%	22%	17%
Percentage of Tested Scoring 85-100	29%	20%	27%	0%	0%	0%
Mathematics A						
Number Tested	96	236	197	6	19	13
Number Scoring 55-100	40	156	186	4	4	11
Number Scoring 65-100	18	122	165	2	3	5
Number Scoring 85-100	1	20	45	0	0	0
Percentage of Tested Scoring 55-100	42%	66%	94%	67%	21%	85%
Percentage of Tested Scoring 65-100	19%	52%	84%	33%	16%	38%
Percentage of Tested Scoring 85-100	1%	8%	23%	0%	0%	0%
Mathematics B						
Number Tested	0	0	41	0	0	0
Number Scoring 55-100	0	0	41	0	0	0
Number Scoring 65-100	0	0	40	0	0	0
Number Scoring 85-100	0	0	17	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	41%	0%	0%	0%
Global History and Geography						
Number Tested	229	239	263	27	25	32
Number Scoring 55-100	189	192	209	14	13	19
Number Scoring 65-100	148	161	178	10	7	13
Number Scoring 85-100	31	50	59	0	1	2
Percentage of Tested Scoring 55-100	83%	80%	79%	52%	52%	59%
Percentage of Tested Scoring 65-100	65%	67%	68%	37%	28%	41%
Percentage of Tested Scoring 85-100	14%	21%	22%	0%	4%	6%
U.S. History and Government						
Number Tested	211	217	192	16	34	24
Number Scoring 55-100	194	184	163	13	19	17
Number Scoring 65-100	147	153	136	5	12	7
Number Scoring 85-100	46	59	63	1	1	0
Percentage of Tested Scoring 55-100	92%	85%	85%	81%	56%	71%
Percentage of Tested Scoring 65-100	70%	71%	71%	31%	35%	29%
Percentage of Tested Scoring 85-100	22%	27%	33%	6%	3%	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	147	194	209	7	17	12
Number Scoring 55-100	137	171	192	3	15	10
Number Scoring 65-100	120	151	173	2	11	7
Number Scoring 85-100	37	30	42	0	1	1
Percentage of Tested Scoring 55-100	93%	88%	92%	43%	88%	83%
Percentage of Tested Scoring 65-100	82%	78%	83%	29%	65%	58%
Percentage of Tested Scoring 85-100	25%	15%	20%	0%	6%	8%
Physical Setting/Earth Science						
Number Tested	120	132	155	16	19	12
Number Scoring 55-100	97	110	124	9	7	7
Number Scoring 65-100	79	92	107	7	5	7
Number Scoring 85-100	12	36	19	0	1	0
Percentage of Tested Scoring 55-100	81%	83%	80%	56%	37%	58%
Percentage of Tested Scoring 65-100	66%	70%	69%	44%	26%	58%
Percentage of Tested Scoring 85-100	10%	27%	12%	0%	5%	0%
Physical Setting/Chemistry						
Number Tested	78	103	69	1	0	0
Number Scoring 55-100	67	90	61	#	0	0
Number Scoring 65-100	37	58	43	#	0	0
Number Scoring 85-100	4	14	3	#	0	0
Percentage of Tested Scoring 55-100	86%	87%	88%	#	0%	0%
Percentage of Tested Scoring 65-100	47%	56%	62%	#	0%	0%
Percentage of Tested Scoring 85-100	5%	14%	4%	#	0%	0%
Physical Setting/Physics						
Number Tested			5			0
Number Scoring 55-100			5			0
Number Scoring 65-100			5			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			60%			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	27	22	18	0	0	0
Number Scoring 55-100	21	22	18	0	0	0
Number Scoring 65-100	18	20	18	0	0	0
Number Scoring 85-100	4	7	10	0	0	0
Percentage of Tested Scoring 55-100	78%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	67%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	15%	32%	56%	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	3	6	12	1	0	0
Number Scoring 55-100	#	5	12	#	0	0
Number Scoring 65-100	#	4	12	#	0	0
Number Scoring 85-100	#	2	9	#	0	0
Percentage of Tested Scoring 55-100	#	83%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	#	67%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	#	33%	75%	#	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	89	83	72	0	0	0
Number Scoring 55-100	83	83	72	0	0	0
Number Scoring 65-100	82	82	69	0	0	0
Number Scoring 85-100	47	33	35	0	0	0
Percentage of Tested Scoring 55-100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	99%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	53%	40%	49%	0%	0%	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	74	73	9	0	0	0
Number Scoring 55-100	74	62	8	0	0	0
Number Scoring 65-100	72	59	5	0	0	0
Number Scoring 85-100	48	34	2	0	0	0
Percentage of Tested Scoring 55-100	100%	85%	89%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	81%	56%	0%	0%	0%
Percentage of Tested Scoring 85-100	65%	47%	22%	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	226	91%	20	60%	2	#
Students with Disabilities	32	81%	2	#	4	#

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	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
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
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	156	156	156	25	25	25	181	181	181
Number Scoring 55–64	14	10	9	5	9	3	19	19	12
Number Scoring 65–84	104	75	100	12	8	10	116	83	110
Number Scoring 85–100	27	54	32	1	0	0	28	54	32
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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			2			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			2			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)