

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-03-01-03-0000
 Name: Eastchester Union Free School District
 Superintendent: Robert C. Siebert

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	238	226	229
First	236	232	223
Second	194	233	230
Third	201	201	228
Fourth	233	199	204
Fifth	207	234	196
Sixth	200	214	216
Ungraded Elementary	25	17	40
Seventh	178	192	206
Eighth	178	178	195
Ninth	184	181	180
Tenth	159	192	196
Eleventh	160	151	181
Twelfth	111	153	144
Ungraded Secondary	4	8	12
Total K-12 Enrollment	2508	2611	2680

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	237	9.4%	286	11.0%	265	9.9%
Black (Not Hispanic)	22	0.9%	30	1.1%	19	0.7%
Hispanic	86	3.4%	90	3.4%	109	4.1%
White (Not Hispanic)	2163	86.2%	2205	84.5%	2287	85.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	19	19
Common Branch	21	21	21
English Grade 8	22	23	19
Mathematics Grade 8	21	22	21
Science Grade 8	26	40	0
Social Studies Grade 8	22	22	20
English Grade 10	18	23	21
Mathematics Grade 10	20	21	20
Science Grade 10	24	19	21
Social Studies Grade 10	21	22	22

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	138	5.5%	126	4.8%	159	5.9%
Eligible for Free Lunch	0	0.0%	0	0.0%	1	0.0%

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		95.3%		95.8%		95.5%
Student Suspensions	54	2.2%	69	2.8%	68	2.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	201
Total Other Professional Staff	24
Total Paraprofessionals	93
Teaching Out of Certification*	8

*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	91	79	87%	136	105	77%	128	106	83%
Students with Disabilities	14	3	21%	13	3	23%	14	3	21%
All Students	105	82	78%	149	108	72%	142	109	77%

*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	115	17	1	0	3	6
Percent	81%	12%	1%	0%	2%	4%

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)
14	3	3	17

*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	4		1		1	0.2%
	Entered GED Program*	2		2		2	0.3%
	Total Noncompleters	6		3		3	0.5%
Students with Disabilities	Dropped Out	1		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		0		0	0.0%
All Students	Dropped Out	5	0.8%	1	0.1%	1	0.1%
	Entered GED Program*	2	0.3%	2	0.3%	2	0.3%
	Total Noncompleters	7	1.1%	3	0.4%	3	0.4%

*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	138	163	170
	Number of Students with Disabilities	20	22	15
	Number of All Students	158	185	185
	Percent of Enrollment	28%	31%	30%
9-12	Number of General-Education Students	120	181	282
	Number of Students with Disabilities	0	79	58
	Number of All Students	120	260	340
	Percent of Enrollment	19%	38%	48%

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; 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	7	100%	24	100%	10	100%
German	0	0%	0	0%	0	0%
Italian	92	93%	84	93%	77	99%
Latin	0	0%	0	0%	0	0%
Spanish	72	93%	69	96%	102	96%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	8	100%	4	#	3	#
Latin	0	0%	0	0%	0	0%
Spanish	6	83%	6	100%	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	12	100%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	7	71%
Writing	0	0%	0	0%	6	67%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	1	#	0	0%	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	57%	17	47%	18	89%
Science	0	0%	11	91%	2	#
Reading	3	#	12	50%	14	36%
Writing	4	#	14	86%	8	50%
Global Studies	5	20%	18	33%	6	33%
U.S. Hist & Gov't	3	#	5	40%	8	38%

(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	147	147	179	15	12	29
Number Scoring 55-100	143	143	165	13	11	18
Number Scoring 65-100	133	140	154	8	10	12
Number Scoring 85-100	89	108	95	1	2	2
Percentage of Tested Scoring 55-100	97%	97%	92%	87%	92%	62%
Percentage of Tested Scoring 65-100	90%	95%	86%	53%	83%	41%
Percentage of Tested Scoring 85-100	61%	73%	53%	7%	17%	7%
Mathematics A						
Number Tested	171	135	197	19	14	24
Number Scoring 55-100	163	115	191	16	8	20
Number Scoring 65-100	152	109	184	11	7	17
Number Scoring 85-100	72	32	114	0	0	3
Percentage of Tested Scoring 55-100	95%	85%	97%	84%	57%	83%
Percentage of Tested Scoring 65-100	89%	81%	93%	58%	50%	71%
Percentage of Tested Scoring 85-100	42%	24%	58%	0%	0%	12%
Mathematics B						
Number Tested	0	32	30	0	0	0
Number Scoring 55-100	0	32	30	0	0	0
Number Scoring 65-100	0	32	30	0	0	0
Number Scoring 85-100	0	23	25	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	72%	83%	0%	0%	0%
Global History and Geography						
Number Tested	140	175	171	14	18	12
Number Scoring 55-100	135	170	160	11	17	11
Number Scoring 65-100	128	160	151	11	15	9
Number Scoring 85-100	74	72	93	3	2	3
Percentage of Tested Scoring 55-100	96%	97%	94%	79%	94%	92%
Percentage of Tested Scoring 65-100	91%	91%	88%	79%	83%	75%
Percentage of Tested Scoring 85-100	53%	41%	54%	21%	11%	25%
U.S. History and Government						
Number Tested	151	148	173	17	14	24
Number Scoring 55-100	145	146	165	15	13	20
Number Scoring 65-100	137	141	155	14	10	12
Number Scoring 85-100	86	102	103	3	4	5
Percentage of Tested Scoring 55-100	96%	99%	95%	88%	93%	83%
Percentage of Tested Scoring 65-100	91%	95%	90%	82%	71%	50%
Percentage of Tested Scoring 85-100	57%	69%	60%	18%	29%	21%

(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	171	166	92	21	10	3
Number Scoring 55-100	171	161	92	21	8	#
Number Scoring 65-100	168	157	92	20	8	#
Number Scoring 85-100	76	68	53	2	4	#
Percentage of Tested Scoring 55-100	100%	97%	100%	100%	80%	#
Percentage of Tested Scoring 65-100	98%	95%	100%	95%	80%	#
Percentage of Tested Scoring 85-100	44%	41%	58%	10%	40%	#
Physical Setting/Earth Science						
Number Tested	97	92	164	4	2	16
Number Scoring 55-100	96	92	153	#	#	14
Number Scoring 65-100	95	92	143	#	#	12
Number Scoring 85-100	62	68	66	#	#	0
Percentage of Tested Scoring 55-100	99%	100%	93%	#	#	88%
Percentage of Tested Scoring 65-100	98%	100%	87%	#	#	75%
Percentage of Tested Scoring 85-100	64%	74%	40%	#	#	0%
Physical Setting/Chemistry						
Number Tested	201	163	152	13	7	5
Number Scoring 55-100	196	155	149	12	7	5
Number Scoring 65-100	166	136	129	8	5	5
Number Scoring 85-100	24	46	39	0	0	3
Percentage of Tested Scoring 55-100	98%	95%	98%	92%	100%	100%
Percentage of Tested Scoring 65-100	83%	83%	85%	62%	71%	100%
Percentage of Tested Scoring 85-100	12%	28%	26%	0%	0%	60%
Physical Setting/Physics						
Number Tested			83			2
Number Scoring 55-100			82			#
Number Scoring 65-100			80			#
Number Scoring 85-100			40			#
Percentage of Tested Scoring 55-100			99%			#
Percentage of Tested Scoring 65-100			96%			#
Percentage of Tested Scoring 85-100			48%			#

* 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	7	12	4	1	0	0
Number Scoring 55-100	7	12	#	#	0	0
Number Scoring 65-100	7	12	#	#	0	0
Number Scoring 85-100	5	11	#	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	#	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	#	#	0%	0%
Percentage of Tested Scoring 85-100	71%	92%	#	#	0%	0%
Comprehensive Italian						
Number Tested	45	53	68	0	2	1
Number Scoring 55-100	45	53	67	0	#	#
Number Scoring 65-100	45	52	67	0	#	#
Number Scoring 85-100	23	26	41	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	99%	0%	#	#
Percentage of Tested Scoring 65-100	100%	98%	99%	0%	#	#
Percentage of Tested Scoring 85-100	51%	49%	60%	0%	#	#
Comprehensive German						
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 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	64	58	54	2	0	3
Number Scoring 55-100	64	58	54	#	0	#
Number Scoring 65-100	64	58	54	#	0	#
Number Scoring 85-100	33	37	38	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	52%	64%	70%	#	0%	#
Comprehensive Latin						
Number Tested	17	0	4	0	0	0
Number Scoring 55-100	17	0	#	0	0	0
Number Scoring 65-100	17	0	#	0	0	0
Number Scoring 85-100	17	0	#	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	100%	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	115	101	0	5	5	0
Number Scoring 55-100	111	98	0	5	4	0
Number Scoring 65-100	106	95	0	4	3	0
Number Scoring 85-100	67	50	0	0	1	0
Percentage of Tested Scoring 55-100	97%	97%	0%	100%	80%	0%
Percentage of Tested Scoring 65-100	92%	94%	0%	80%	60%	0%
Percentage of Tested Scoring 85-100	58%	50%	0%	0%	20%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	8	100%	13	85%	6	100%
Students with Disabilities	2	#	6	67%	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	199	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	200	1%	1%	27%	72%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	176	1%	15%	52%	32%
	Students with Disabilities	18	11%	44%	39%	6%
	All Students	194	2%	18%	51%	29%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	126	126	126	22	22	22	148	148	148
Number Scoring 55–64	1	0	3	1	5	6	2	5	9
Number Scoring 65–84	52	27	71	9	7	12	61	34	83
Number Scoring 85–100	70	94	51	2	3	1	72	97	52
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			44			0
Beginning (0-18)			0			0
Intermediate (19-31)			13			0
Advanced (32-36)			18			0
Proficient (37-39)			13			0
Reading and Writing (Grade K-1)						
Number Tested			44			0
Beginning (0-14)			5			0
Intermediate (15-24)			6			0
Advanced (25-32)			20			0
Proficient (33-35)			13			0
Listening and Speaking (Grade 2-4)						
Number Tested			38			1
Beginning (0-18)			0			#
Intermediate (19-31)			3			#
Advanced (32-36)			14			#
Proficient (37-39)			21			#
Reading and Writing (Grade 2-4)						
Number Tested			38			1
Beginning (0-14)			2			#
Intermediate (15-24)			14			#
Advanced (25-32)			12			#
Proficient (33-35)			10			#
Listening and Speaking (Grade 5-6)						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			2			0
Proficient (37-39)			4			0
Reading and Writing (Grade 5-6)						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			5			0
Proficient (33-35)			1			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 – 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			12			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			5			0
Proficient (37-39)			6			0
Reading and Writing (Grade 7-8)						
Number Tested			12			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			5			0
Proficient (33-35)			5			0
Listening and Speaking (Grade 9-12)						
Number Tested			11			0
Beginning (0-18)			3			0
Intermediate (19-31)			2			0
Advanced (32-36)			4			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			11			0
Beginning (0-14)			1			0
Intermediate (15-24)			5			0
Advanced (25-32)			4			0
Proficient (33-35)			1			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)