

# 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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	127	121	121
First	126	136	131
Second	121	135	144
Third	121	129	130
Fourth	166	132	134
Fifth	125	166	136
Sixth	149	129	174
Ungraded Elementary	6	0	0
Seventh	134	155	134
Eighth	139	136	162
Ninth	143	154	134
Tenth	139	139	158
Eleventh	128	142	136
Twelfth	106	124	140
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1730	1798	1834

## 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	387	22.4%	305	17.0%	359	19.6%
Black (Not Hispanic)	11	0.6%	17	0.9%	17	0.9%
Hispanic	45	2.6%	36	2.0%	31	1.7%
White (Not Hispanic)	1287	74.4%	1440	80.1%	1427	77.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	20	21
Common Branch	20	20	20
English Grade 8	20	19	23
Mathematics Grade 8	21	21	25
Science Grade 8	20	19	23
Social Studies Grade 8	20	23	24
English Grade 10	20	20	20
Mathematics Grade 10	24	19	20
Science Grade 10	0	15	0
Social Studies Grade 10	21	19	17

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	28	1.6%	60	3.3%	78	4.3%
<b>Eligible for Free Lunch</b>	0	0.0%	0	0.0%	0	0.0%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		96.4%		96.9%		96.6%
<b>Student Suspensions</b>	9	0.5%	15	0.9%	23	1.3%

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

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

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	147
Total Other Professional Staff	20
Total Paraprofessionals	65
Teaching Out of Certification*	2

\*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	99	0	0%	109	0	0%	127	0	0%
Students with Disabilities	5	0	0%	16	0	0%	12	0	0%
All Students	104	0	0%	125	0	0%	139	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 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	134	0	1	0	0	4
Percent	96%	0%	1%	0%	0%	3%

## 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)
12	0	0	12

\*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.
<b>General-Education Students</b>	Dropped Out	0		0		1	0.2%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		1	0.2%
<b>Students with Disabilities</b>	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
<b>All Students</b>	Dropped Out	0	0.0%	0	0.0%	1	0.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	0	0.0%	1	0.2%

\*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	112	139
	Number of Students with Disabilities	0	24	22
	Number of All Students	0	136	161
	Percent of Enrollment	0%	32%	34%
9-12	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%

## 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	0	0%	0	0%	0	0%
Science	0	0%	1	#	0	0%
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	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
Mathematics	0	0%	1	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	124	141	135	16	11	14
Number Scoring 55-100	124	141	132	16	11	13
Number Scoring 65-100	122	141	131	16	11	13
Number Scoring 85-100	94	110	106	7	4	6
Percentage of Tested Scoring 55-100	100%	100%	98%	100%	100%	93%
Percentage of Tested Scoring 65-100	98%	100%	97%	100%	100%	93%
Percentage of Tested Scoring 85-100	76%	78%	79%	44%	36%	43%
<b>Mathematics A</b>						
Number Tested	0	139	153	0	13	19
Number Scoring 55-100	0	138	152	0	13	19
Number Scoring 65-100	0	138	152	0	13	19
Number Scoring 85-100	0	108	141	0	6	16
Percentage of Tested Scoring 55-100	0%	99%	99%	0%	100%	100%
Percentage of Tested Scoring 65-100	0%	99%	99%	0%	100%	100%
Percentage of Tested Scoring 85-100	0%	78%	92%	0%	46%	84%
<b>Mathematics B</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	128	142	153	11	13	18
Number Scoring 55-100	128	142	153	11	13	18
Number Scoring 65-100	126	142	150	10	13	18
Number Scoring 85-100	86	101	117	0	6	12
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	100%	98%	91%	100%	100%
Percentage of Tested Scoring 85-100	67%	71%	76%	0%	46%	67%
<b>U.S. History and Government</b>						
Number Tested	121	136	127	17	11	13
Number Scoring 55-100	121	136	127	17	11	13
Number Scoring 65-100	116	135	126	15	11	13
Number Scoring 85-100	74	119	95	3	7	7
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	96%	99%	99%	88%	100%	100%
Percentage of Tested Scoring 85-100	61%	88%	75%	18%	64%	54%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	101	130	127	13	14	17
Number Scoring 55-100	101	129	127	13	14	17
Number Scoring 65-100	101	129	126	13	14	17
Number Scoring 85-100	42	59	57	1	5	1
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	99%	99%	100%	100%	100%
Percentage of Tested Scoring 85-100	42%	45%	45%	8%	36%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	41	43	57	9	20	15
Number Scoring 55-100	41	43	57	9	20	15
Number Scoring 65-100	41	42	55	9	20	15
Number Scoring 85-100	21	18	29	6	8	12
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	98%	96%	100%	100%	100%
Percentage of Tested Scoring 85-100	51%	42%	51%	67%	40%	80%
<b>Physical Setting/Chemistry</b>						
Number Tested	121	143	137	3	11	12
Number Scoring 55-100	119	138	137	#	8	12
Number Scoring 65-100	103	116	132	#	5	11
Number Scoring 85-100	24	39	49	#	1	3
Percentage of Tested Scoring 55-100	98%	97%	100%	#	73%	100%
Percentage of Tested Scoring 65-100	85%	81%	96%	#	45%	92%
Percentage of Tested Scoring 85-100	20%	27%	36%	#	9%	25%
<b>Physical Setting/Physics</b>						
Number Tested			62			2
Number Scoring 55-100			58			#
Number Scoring 65-100			56			#
Number Scoring 85-100			23			#
Percentage of Tested Scoring 55-100			94%			#
Percentage of Tested Scoring 65-100			90%			#
Percentage of Tested Scoring 85-100			37%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	12	14	22	0	0	1
Number Scoring 55-100	12	14	22	0	0	#
Number Scoring 65-100	12	14	22	0	0	#
Number Scoring 85-100	11	11	19	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	92%	79%	86%	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	37	19	40	2	1	5
Number Scoring 55-100	37	19	40	#	#	5
Number Scoring 65-100	37	19	40	#	#	5
Number Scoring 85-100	33	19	37	#	#	3
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 85-100	89%	100%	93%	#	#	60%
<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	67	71	70	0	1	0
Number Scoring 55-100	67	71	70	0	#	0
Number Scoring 65-100	67	71	70	0	#	0
Number Scoring 85-100	63	69	63	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	94%	97%	90%	0%	#	0%
<b>Comprehensive Latin</b>						
Number Tested	22	29	14	1	0	0
Number Scoring 55-100	22	29	14	#	0	0
Number Scoring 65-100	22	29	14	#	0	0
Number Scoring 85-100	22	27	14	#	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	100%	93%	100%	#	0%	0%

(Form - H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	65	61	0	5	3	0
Number Scoring 55-100	65	61	0	5	#	0
Number Scoring 65-100	65	60	0	5	#	0
Number Scoring 85-100	55	54	0	5	#	0
Percentage of Tested Scoring 55-100	100%	100%	0%	100%	#	0%
Percentage of Tested Scoring 65-100	100%	98%	0%	100%	#	0%
Percentage of Tested Scoring 85-100	85%	89%	0%	100%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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
<b>Nov 2003</b>	General-Education Students	124	2%	1%	26%	72%
	Students with Disabilities	11	18%	9%	55%	18%
	All Students	135	3%	1%	28%	67%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	142	1%	9%	70%	20%
	Students with Disabilities	22	0%	14%	82%	5%
	All Students	164	1%	10%	72%	18%

(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
<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

## 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	130	130	130	13	13	13	143	143	143
Number Scoring 55–64	1	0	1	1	0	0	2	0	1
Number Scoring 65–84	32	16	49	10	4	6	42	20	55
Number Scoring 85–100	93	114	79	0	7	5	93	121	84
Approved Alternatives	4	0	0	0	0	0	4	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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			17			0
Beginning (0-18)			1			0
Intermediate (19-31)			0			0
Advanced (32-36)			7			0
Proficient (37-39)			9			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			17			0
Beginning (0-14)			2			0
Intermediate (15-24)			2			0
Advanced (25-32)			5			0
Proficient (33-35)			8			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			17			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			6			0
Proficient (37-39)			7			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			17			0
Beginning (0-14)			1			0
Intermediate (15-24)			7			0
Advanced (25-32)			3			0
Proficient (33-35)			6			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			15			0
Beginning (0-18)			0			0
Intermediate (19-31)			4			0
Advanced (32-36)			8			0
Proficient (37-39)			3			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			15			0
Beginning (0-14)			0			0
Intermediate (15-24)			9			0
Advanced (25-32)			4			0
Proficient (33-35)			2			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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			10			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			5			0
Proficient (37-39)			1			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			10			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			4			0
Proficient (33-35)			3			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			13			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			7			0
Proficient (37-39)			3			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			14			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			12			0
Proficient (33-35)			0			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)