

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-04-03-03-0000
 Name: Dobbs Ferry Union Free School District
 Superintendent: Sidney Freund

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	107	104	111
First	98	119	104
Second	121	99	121
Third	110	122	101
Fourth	131	105	124
Fifth	123	121	100
Sixth	94	119	115
Ungraded Elementary	0	4	0
Seventh	101	84	121
Eighth	113	98	91
Ninth	96	113	93
Tenth	89	97	108
Eleventh	66	83	92
Twelfth	69	61	81
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1318	1329	1362

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	146	11.1%	139	10.5%	124	9.1%
Black (Not Hispanic)	63	4.8%	53	4.0%	67	4.9%
Hispanic	79	6.0%	77	5.8%	90	6.6%
White (Not Hispanic)	1030	78.1%	1060	79.8%	1081	79.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	21	19
Common Branch	21	21	20
English Grade 8	21	19	18
Mathematics Grade 8	22	17	19
Science Grade 8	23	19	18
Social Studies Grade 8	22	19	18
English Grade 10	18	20	18
Mathematics Grade 10	18	12	17
Science Grade 10	20	21	18
Social Studies Grade 10	21	22	18

(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	65	4.9%	64	4.8%	54	4.0%
Eligible for Free Lunch	55	4.2%	71	5.3%	64	4.7%

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		95.7%		96.0%		95.9%
Student Suspensions	31	2.3%	26	2.0%	25	1.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	3.6%	2.2%	4.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	130
Total Other Professional Staff	19
Total Paraprofessionals	37
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	62	42	68%	59	41	69%	78	54	69%
Students with Disabilities	5	1	20%	5	1	20%	5	2	40%
All Students	67	43	64%	64	42	66%	83	56	67%

*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	59	20	0	0	3	1
Percent	71%	24%	0%	0%	4%	1%

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)
5	2	0	5

*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	3		9		5	1.5%
	Entered GED Program*	5		0		0	0.0%
	Total Noncompleters	8		9		5	1.5%
Students with Disabilities	Dropped Out	0		0		1	2.4%
	Entered GED Program*	0		1		1	2.4%
	Total Noncompleters	0		1		2	4.9%
All Students	Dropped Out	3	0.9%	9	2.5%	6	1.6%
	Entered GED Program*	5	1.6%	1	0.3%	1	0.3%
	Total Noncompleters	8	2.5%	10	2.8%	7	1.8%

*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	298	329	0
	Number of Students with Disabilities	22	25	0
	Number of All Students	320	354	0
	Percent of Enrollment	100%	100%	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; 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	19	100%	17	100%	13	100%
German	0	0%	0	0%	0	0%
Italian	17	94%	24	100%	18	100%
Latin	0	0%	0	0%	0	0%
Spanish	64	100%	41	100%	47	96%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	2	#	1	#
Latin	0	0%	0	0%	0	0%
Spanish	1	#	2	#	2	#

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%	2	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	2	#	0	0%
U.S. Hist & Gov't	1	#	1	#	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%	2	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	4	#	0	0%
U.S. Hist & Gov't	1	#	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
Comprehensive English						
Number Tested	59	87	100	2	6	7
Number Scoring 55-100	59	84	96	#	6	5
Number Scoring 65-100	52	78	92	#	6	5
Number Scoring 85-100	23	39	50	#	0	0
Percentage of Tested Scoring 55-100	100%	97%	96%	#	100%	71%
Percentage of Tested Scoring 65-100	88%	90%	92%	#	100%	71%
Percentage of Tested Scoring 85-100	39%	45%	50%	#	0%	0%
Mathematics A						
Number Tested	44	75	100	3	5	14
Number Scoring 55-100	31	66	99	#	2	14
Number Scoring 65-100	23	64	93	#	2	10
Number Scoring 85-100	1	28	49	#	0	1
Percentage of Tested Scoring 55-100	70%	88%	99%	#	40%	100%
Percentage of Tested Scoring 65-100	52%	85%	93%	#	40%	71%
Percentage of Tested Scoring 85-100	2%	37%	49%	#	0%	7%
Mathematics B						
Number Tested	0	1	61	0	0	1
Number Scoring 55-100	0	#	55	0	0	#
Number Scoring 65-100	0	#	50	0	0	#
Number Scoring 85-100	0	#	33	0	0	#
Percentage of Tested Scoring 55-100	0%	#	90%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	#	82%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	#	54%	0%	0%	#
Global History and Geography						
Number Tested	85	94	111	8	5	13
Number Scoring 55-100	82	92	105	6	5	11
Number Scoring 65-100	76	85	96	3	3	8
Number Scoring 85-100	25	47	66	1	1	3
Percentage of Tested Scoring 55-100	96%	98%	95%	75%	100%	85%
Percentage of Tested Scoring 65-100	89%	90%	86%	38%	60%	62%
Percentage of Tested Scoring 85-100	29%	50%	59%	12%	20%	23%
U.S. History and Government						
Number Tested	59	89	90	1	7	6
Number Scoring 55-100	59	89	88	#	7	6
Number Scoring 65-100	59	87	85	#	6	6
Number Scoring 85-100	32	52	54	#	1	1
Percentage of Tested Scoring 55-100	100%	100%	98%	#	100%	100%
Percentage of Tested Scoring 65-100	100%	98%	94%	#	86%	100%
Percentage of Tested Scoring 85-100	54%	58%	60%	#	14%	17%

(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	49	113	98	1	11	10
Number Scoring 55-100	48	111	97	#	9	9
Number Scoring 65-100	48	108	97	#	8	9
Number Scoring 85-100	25	55	48	#	2	0
Percentage of Tested Scoring 55-100	98%	98%	99%	#	82%	90%
Percentage of Tested Scoring 65-100	98%	96%	99%	#	73%	90%
Percentage of Tested Scoring 85-100	51%	49%	49%	#	18%	0%
Physical Setting/Earth Science						
Number Tested	123	88	75	9	9	12
Number Scoring 55-100	123	85	73	9	8	12
Number Scoring 65-100	119	83	73	7	7	12
Number Scoring 85-100	76	59	40	0	0	2
Percentage of Tested Scoring 55-100	100%	97%	97%	100%	89%	100%
Percentage of Tested Scoring 65-100	97%	94%	97%	78%	78%	100%
Percentage of Tested Scoring 85-100	62%	67%	53%	0%	0%	17%
Physical Setting/Chemistry						
Number Tested	52	72	108	1	0	9
Number Scoring 55-100	52	68	102	#	0	7
Number Scoring 65-100	47	56	72	#	0	3
Number Scoring 85-100	15	17	24	#	0	0
Percentage of Tested Scoring 55-100	100%	94%	94%	#	0%	78%
Percentage of Tested Scoring 65-100	90%	78%	67%	#	0%	33%
Percentage of Tested Scoring 85-100	29%	24%	22%	#	0%	0%
Physical Setting/Physics						
Number Tested			27			0
Number Scoring 55-100			27			0
Number Scoring 65-100			27			0
Number Scoring 85-100			15			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			56%			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	18	21	18	0	0	0
Number Scoring 55-100	18	21	18	0	0	0
Number Scoring 65-100	17	20	18	0	0	0
Number Scoring 85-100	8	17	16	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	44%	81%	89%	0%	0%	0%
Comprehensive Italian						
Number Tested	17	8	12	0	0	0
Number Scoring 55-100	16	8	12	0	0	0
Number Scoring 65-100	14	8	12	0	0	0
Number Scoring 85-100	5	5	7	0	0	0
Percentage of Tested Scoring 55-100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	82%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	29%	62%	58%	0%	0%	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	36	28	56	1	0	3
Number Scoring 55-100	36	28	56	#	0	#
Number Scoring 65-100	36	28	56	#	0	#
Number Scoring 85-100	23	19	44	#	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	64%	68%	79%	#	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	67	58	0	3	1	0
Number Scoring 55-100	62	53	0	#	#	0
Number Scoring 65-100	56	51	0	#	#	0
Number Scoring 85-100	32	29	0	#	#	0
Percentage of Tested Scoring 55-100	93%	91%	0%	#	#	0%
Percentage of Tested Scoring 65-100	84%	88%	0%	#	#	0%
Percentage of Tested Scoring 85-100	48%	50%	0%	#	#	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%	4	#	0	0%
Students with Disabilities	0	0%	1	#	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
Nov 2003	General-Education Students	91	1%	0%	42%	57%
	Students with Disabilities	9	0%	0%	100%	0%
	All Students	100	1%	0%	47%	52%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	83	2%	25%	49%	23%
	Students with Disabilities	12	0%	58%	33%	8%
	All Students	95	2%	29%	47%	21%

(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	1	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	79	79	79	6	6	6	85	85	85
Number Scoring 55–64	0	1	0	1	0	0	1	1	0
Number Scoring 65–84	48	29	29	5	4	5	53	33	34
Number Scoring 85–100	26	49	50	0	1	1	26	50	51
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			16			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			4			0
Proficient (37-39)			12			0
Reading and Writing (Grade K-1)						
Number Tested			16			0
Beginning (0-14)			0			0
Intermediate (15-24)			4			0
Advanced (25-32)			6			0
Proficient (33-35)			6			0
Listening and Speaking (Grade 2-4)						
Number Tested			11			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			8			0
Reading and Writing (Grade 2-4)						
Number Tested			11			0
Beginning (0-14)			1			0
Intermediate (15-24)			2			0
Advanced (25-32)			4			0
Proficient (33-35)			4			0
Listening and Speaking (Grade 5-6)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			4			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 – 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			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			2			0
Reading and Writing (Grade 7-8)						
Number Tested			5			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			2			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			6			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			0			0
Proficient (37-39)			4			0
Reading and Writing (Grade 9-12)						
Number Tested			6			0
Beginning (0-14)			2			0
Intermediate (15-24)			0			0
Advanced (25-32)			2			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 - L)