

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	2002-03	2003-04	2004-05
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	306	300	285
Tenth	212	300	271
Eleventh	203	235	259
Twelfth	219	242	232
Ungraded Secondary	54	0	0
Total K-12 Enrollment	994	1077	1047

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	14	1.4%	12	1.1%	14	1.3%
Black (Not Hispanic)	198	19.9%	238	22.1%	225	21.5%
Hispanic	21	2.1%	22	2.0%	26	2.5%
White (Not Hispanic)	761	76.6%	805	74.7%	782	74.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	20	22	20
Mathematics Grade 10	18	20	20
Science Grade 10	23	26	24
Social Studies Grade 10	21	24	23

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.5%	5	0.5%	2	0.2%
Eligible for Free Lunch	298	30.0%	364	33.8%	315	30.1%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.0%		93.3%		91.9%
Student Suspensions	124	12.1%	187	18.8%	176	16.3%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.0%	8.0%	9.5%
Public Assistance	21-30%	41-50%	31-40%
Student Stability	100%	86%	88%

Staff Counts

Staff	2004-05
Total Teachers	67
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	156	161	136
	Regents Diplomas	99	95	106
	% Regents Diplomas	63%	59%	78%
	Regents Diplomas with Advanced Designation**			63
	% Regents Diplomas with Advanced Designation			46%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	6	16	6
	Regents Diplomas	1	0	3
	% Regents Diplomas	17%	0%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	18	15	22
All Students	Total Graduates*	162	177	142
	Regents Diplomas	100	95	109
	% Regents Diplomas	62%	54%	77%
	Regents Diplomas with Advanced Designation**			63
	% Regents Diplomas with Advanced Designation			44%
	IEP Diplomas or Local Certificates	18	15	22

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	66	56	1	2	8	0	2	1
	Percent	49%	41%	1%	1%	6%	0%	1%	1%
Students with Disabilities	Number	1	2	0	0	1	0	1	1
	Percent	17%	33%	0%	0%	17%	0%	17%	17%
All Students	Number	67	58	1	2	9	0	3	2
	Percent	47%	41%	1%	1%	6%	0%	2%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	29		40	4.5%	52	6.2%
	Entered GED Program*	5		36	4.0%	22	2.6%
	Total Noncompleters	34		76	8.5%	74	8.8%
Students with Disabilities	Dropped Out	2		7	4.0%	14	8.1%
	Entered GED Program*	2		3	1.7%	3	1.7%
	Total Noncompleters	4		10	5.7%	17	9.9%
All Students	Dropped Out	31	3.1%	47	4.4%	66	6.5%
	Entered GED Program*	7	0.7%	39	3.7%	25	2.5%
	Total Noncompleters	38	3.8%	86	8.1%	91	9.0%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	780	195	218
	Number of Students with Disabilities	160	50	32
	Number of All Students	940	245	250
	Percent of Enrollment	95%	23%	24%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	92%	4	#	1	#
Science	7	71%	6	83%	1	#
Reading	3	#	2	#	1	#
Writing	4	#	4	#	2	#
Global Studies	2	#	1	#	0	0%
U.S. Hist & Gov't	2	#	2	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	73%	20	65%	7	43%
Science	13	62%	22	55%	13	62%
Reading	7	100%	19	74%	9	56%
Writing	9	67%	23	74%	10	80%
Global Studies	12	25%	18	22%	9	0%
U.S. Hist & Gov't	10	10%	11	18%	6	17%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	197	214	205	23	23	16
Number Scoring 55-100	155	191	179	9	9	9
Number Scoring 65-100	121	160	152	5	4	6
Number Scoring 85-100	40	58	56	0	0	0
Percentage of Tested Scoring 55-100	79%	89%	87%	39%	39%	56%
Percentage of Tested Scoring 65-100	61%	75%	74%	22%	17%	38%
Percentage of Tested Scoring 85-100	20%	27%	27%	0%	0%	0%
Mathematics A						
Number Tested	236	197	150	19	13	13
Number Scoring 55-100	156	186	141	4	11	11
Number Scoring 65-100	122	165	117	3	5	7
Number Scoring 85-100	20	45	45	0	0	1
Percentage of Tested Scoring 55-100	66%	94%	94%	21%	85%	85%
Percentage of Tested Scoring 65-100	52%	84%	78%	16%	38%	54%
Percentage of Tested Scoring 85-100	8%	23%	30%	0%	0%	8%
Mathematics B						
Number Tested	0	41	45	0	0	0
Number Scoring 55-100	0	41	44	0	0	0
Number Scoring 65-100	0	40	43	0	0	0
Number Scoring 85-100	0	17	17	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	98%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	41%	38%	0%	0%	0%
Global History and Geography						
Number Tested	239	263	246	25	32	37
Number Scoring 55-100	192	209	199	13	19	25
Number Scoring 65-100	161	178	150	7	13	12
Number Scoring 85-100	50	59	37	1	2	1
Percentage of Tested Scoring 55-100	80%	79%	81%	52%	59%	68%
Percentage of Tested Scoring 65-100	67%	68%	61%	28%	41%	32%
Percentage of Tested Scoring 85-100	21%	22%	15%	4%	6%	3%
U.S. History and Government						
Number Tested	217	192	214	34	24	15
Number Scoring 55-100	184	163	180	19	17	11
Number Scoring 65-100	153	136	157	12	7	7
Number Scoring 85-100	59	63	67	1	0	0
Percentage of Tested Scoring 55-100	85%	85%	84%	56%	71%	73%
Percentage of Tested Scoring 65-100	71%	71%	73%	35%	29%	47%
Percentage of Tested Scoring 85-100	27%	33%	31%	3%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	194	209	244	17	12	14
Number Scoring 55-100	171	192	223	15	10	9
Number Scoring 65-100	151	173	211	11	7	9
Number Scoring 85-100	30	42	71	1	1	1
Percentage of Tested Scoring 55-100	88%	92%	91%	88%	83%	64%
Percentage of Tested Scoring 65-100	78%	83%	86%	65%	58%	64%
Percentage of Tested Scoring 85-100	15%	20%	29%	6%	8%	7%
Physical Setting/Earth Science						
Number Tested	132	155	151	19	12	22
Number Scoring 55-100	110	124	106	7	7	9
Number Scoring 65-100	92	107	66	5	7	5
Number Scoring 85-100	36	19	9	1	0	1
Percentage of Tested Scoring 55-100	83%	80%	70%	37%	58%	41%
Percentage of Tested Scoring 65-100	70%	69%	44%	26%	58%	23%
Percentage of Tested Scoring 85-100	27%	12%	6%	5%	0%	5%
Physical Setting/Chemistry						
Number Tested	103	69	48	0	0	0
Number Scoring 55-100	90	61	44	0	0	0
Number Scoring 65-100	58	43	34	0	0	0
Number Scoring 85-100	14	3	4	0	0	0
Percentage of Tested Scoring 55-100	87%	88%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	56%	62%	71%	0%	0%	0%
Percentage of Tested Scoring 85-100	14%	4%	8%	0%	0%	0%
Physical Setting/Physics						
Number Tested		5	19		0	0
Number Scoring 55-100		5	19		0	0
Number Scoring 65-100		5	19		0	0
Number Scoring 85-100		3	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		60%	58%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	22	18	21	0	0	0
Number Scoring 55-100	22	18	21	0	0	0
Number Scoring 65-100	20	18	20	0	0	0
Number Scoring 85-100	7	10	9	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	32%	56%	43%	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	6	12	5	0	0	0
Number Scoring 55-100	5	12	5	0	0	0
Number Scoring 65-100	4	12	5	0	0	0
Number Scoring 85-100	2	9	1	0	0	0
Percentage of Tested Scoring 55-100	83%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	67%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	75%	20%	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	83	72	56	0	0	0
Number Scoring 55-100	83	72	56	0	0	0
Number Scoring 65-100	82	69	55	0	0	0
Number Scoring 85-100	33	35	35	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	99%	96%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	40%	49%	62%	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)

New York State Alternate Assessments (NYSAA) 2004–05

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	2	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

2001 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	162	162	162	15	15	15	177	177	177
Number Scoring 55–64	14	10	6	1	2	2	15	12	8
Number Scoring 65–84	81	61	75	5	4	2	86	65	77
Number Scoring 85–100	50	62	57	0	0	0	50	62	57
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		2	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		2	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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)