

New York State School Report Card Comprehensive Information Report

BEDS Code: 51-31-02-04-0002
 Name: Edwards-Knox Junior-Senior High School
 Principal: Jeff Davis

Grade Range : 7-12

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	63	62	64
Eighth	55	64	64
Ninth	49	61	63
Tenth	47	45	46
Eleventh	54	41	44
Twelfth	64	59	45
Ungraded Secondary	24	8	11
Total K-12 Enrollment	356	340	337

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	4	1.1%	2	0.6%	3	0.9%
Black (Not Hispanic)	2	0.6%	5	1.5%	3	0.9%
Hispanic	1	0.3%	0	0.0%	0	0.0%
White (Not Hispanic)	349	98.0%	333	97.9%	331	98.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	14	0	22
Mathematics Grade 8	16	15	14
Science Grade 8	17	16	18
Social Studies Grade 8	19	0	0
English Grade 10	15	25	20
Mathematics Grade 10	5	0	18
Science Grade 10	18	0	9
Social Studies Grade 10	0	25	18

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
48	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the higher 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	134	37.6%	132	38.8%	138	41.0%

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		95.8%		95.6%		96.1%
Student Suspensions	26	6.9%	26	7.3%	43	12.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	18.0%	17.9%	16.0%
Public Assistance	21-30%	21-30%	51-60%
Student Stability	100%	92%	89%

Staff Counts

Staff	2004-05
Total Teachers	31
Total Other Professional Staff	12
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	1	24	32
	Regents Diplomas	0	16	24
	% Regents Diplomas	0%	67%	75%
	Regents Diplomas with Advanced Designation**			15
	% Regents Diplomas with Advanced Designation			47%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	4	2
	Regents Diplomas	0	1	0
	% Regents Diplomas	0%	25%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	4
All Students	Total Graduates*	1	28	34
	Regents Diplomas	0	17	24
	% Regents Diplomas	0%	61%	71%
	Regents Diplomas with Advanced Designation**			15
	% Regents Diplomas with Advanced Designation			44%
	IEP Diplomas or Local Certificates	0	0	4

* 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	9	15	0	1	6	0	0	1
	Percent	28%	47%	0%	3%	19%	0%	0%	3%
Students with Disabilities	Number	0	2	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	9	17	0	1	6	0	0	1
	Percent	26%	50%	0%	3%	18%	0%	0%	3%

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	7		5	3.2%	0	0.0%
	Entered GED Program*	2		0	0.0%	8	5.3%
	Total Noncompleters	9		5	3.2%	8	5.3%
Students with Disabilities	Dropped Out	2		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	2	5.7%
	Total Noncompleters	2		0	0.0%	2	5.7%
All Students	Dropped Out	9	3.9%	5	3.0%	0	0.0%
	Entered GED Program*	2	0.9%	0	0.0%	10	5.4%
	Total Noncompleters	11	4.8%	5	3.0%	10	5.4%

*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	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	35	0	0
	Number of Students with Disabilities	20	0	0
	Number of All Students	55	0	0
	Percent of Enrollment	43%	0%	0%
9-12	Number of General-Education Students	176	201	173
	Number of Students with Disabilities	38	29	27
	Number of All Students	214	230	200
	Percent of Enrollment	93%	109%	98%

(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	11	91%	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	25	96%	36	72%	38	76%

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	1	#	0	0%	1	#

Regents Competency Tests

General-Education Students

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

(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	51	33	42	8	2	4
Number Scoring 55-100	46	33	42	5	#	#
Number Scoring 65-100	42	27	36	5	#	#
Number Scoring 85-100	24	13	16	0	#	#
Percentage of Tested Scoring 55-100	90%	100%	100%	62%	#	#
Percentage of Tested Scoring 65-100	82%	82%	86%	62%	#	#
Percentage of Tested Scoring 85-100	47%	39%	38%	0%	#	#
Mathematics A						
Number Tested	49	46	44	7	0	7
Number Scoring 55-100	41	45	42	5	0	7
Number Scoring 65-100	33	45	40	4	0	6
Number Scoring 85-100	9	22	17	0	0	0
Percentage of Tested Scoring 55-100	84%	98%	95%	71%	0%	100%
Percentage of Tested Scoring 65-100	67%	98%	91%	57%	0%	86%
Percentage of Tested Scoring 85-100	18%	48%	39%	0%	0%	0%
Mathematics B						
Number Tested	0	18	28	0	0	0
Number Scoring 55-100	0	17	22	0	0	0
Number Scoring 65-100	0	17	17	0	0	0
Number Scoring 85-100	0	4	7	0	0	0
Percentage of Tested Scoring 55-100	0%	94%	79%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	94%	61%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	22%	25%	0%	0%	0%
Global History and Geography						
Number Tested	49	40	51	5	0	6
Number Scoring 55-100	45	38	49	4	0	6
Number Scoring 65-100	36	27	44	3	0	2
Number Scoring 85-100	7	12	15	0	0	0
Percentage of Tested Scoring 55-100	92%	95%	96%	80%	0%	100%
Percentage of Tested Scoring 65-100	73%	68%	86%	60%	0%	33%
Percentage of Tested Scoring 85-100	14%	30%	29%	0%	0%	0%
U.S. History and Government						
Number Tested	49	37	39	9	5	3
Number Scoring 55-100	49	37	39	9	5	#
Number Scoring 65-100	47	34	37	7	3	#
Number Scoring 85-100	19	24	23	1	1	#
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	#
Percentage of Tested Scoring 65-100	96%	92%	95%	78%	60%	#
Percentage of Tested Scoring 85-100	39%	65%	59%	11%	20%	#

(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	47	40	56	1	1	10
Number Scoring 55-100	47	40	56	#	#	10
Number Scoring 65-100	44	40	54	#	#	8
Number Scoring 85-100	19	23	21	#	#	2
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	94%	100%	96%	#	#	80%
Percentage of Tested Scoring 85-100	40%	57%	38%	#	#	20%
Physical Setting/Earth Science						
Number Tested	30	45	38	2	0	0
Number Scoring 55-100	28	44	37	#	0	0
Number Scoring 65-100	23	39	35	#	0	0
Number Scoring 85-100	8	16	12	#	0	0
Percentage of Tested Scoring 55-100	93%	98%	97%	#	0%	0%
Percentage of Tested Scoring 65-100	77%	87%	92%	#	0%	0%
Percentage of Tested Scoring 85-100	27%	36%	32%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	30	22	41	2	2	1
Number Scoring 55-100	28	22	41	#	#	#
Number Scoring 65-100	24	18	33	#	#	#
Number Scoring 85-100	4	4	10	#	#	#
Percentage of Tested Scoring 55-100	93%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	80%	82%	80%	#	#	#
Percentage of Tested Scoring 85-100	13%	18%	24%	#	#	#
Physical Setting/Physics						
Number Tested		14	7		0	0
Number Scoring 55-100		14	7		0	0
Number Scoring 65-100		12	6		0	0
Number Scoring 85-100		6	3		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		86%	86%		0%	0%
Percentage of Tested Scoring 85-100		43%	43%		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	0	3	4	0	0	0
Number Scoring 55-100	0	#	#	0	0	0
Number Scoring 65-100	0	#	#	0	0	0
Number Scoring 85-100	0	#	#	0	0	0
Percentage of Tested Scoring 55-100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	#	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	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	18	13	19	1	0	0
Number Scoring 55-100	18	13	19	#	0	0
Number Scoring 65-100	16	13	18	#	0	0
Number Scoring 85-100	2	6	11	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	89%	100%	95%	#	0%	0%
Percentage of Tested Scoring 85-100	11%	46%	58%	#	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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 2005	General-Education Students	46	2%	28%	61%	9%
	Students with Disabilities	13	0%	85%	15%	0%
	All Students	59	2%	41%	51%	7%

(Form – I)

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	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	32	32	32	4	4	4	36	36	36
Number Scoring 55–64	#	#	#	#	#	#	4	2	0
Number Scoring 65–84	#	#	#	#	#	#	23	7	22
Number Scoring 85–100	#	#	#	#	#	#	7	25	13
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)