

# New York State School Report Card Comprehensive Information Report

BEDS Code: 42-05-01-06-0003

Grade Range : 9-12

Name: Jordan-Elbridge High School

Principal: Ronald Berry

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	166	138	191
Tenth	136	154	136
Eleventh	149	125	119
Twelfth	106	152	107
Ungraded Secondary	0	4	6
Total K-12 Enrollment	557	573	559

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1	0.2%	3	0.5%	7	1.3%
Black (Not Hispanic)	1	0.2%	1	0.2%	1	0.2%
Hispanic	2	0.4%	1	0.2%	0	0.0%
White (Not Hispanic)	553	99.3%	568	99.1%	551	98.6%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	24	21	18
Mathematics Grade 10	18	24	20
Science Grade 10	22	23	21
Social Studies Grade 10	27	22	23

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	32	5.8%	47	8.2%	38	6.8%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.9%		93.1%		92.2%
Student Suspensions	33	5.7%	52	9.3%	57	10.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.9%	2.6%	4.7%
Public Assistance	21-30%	21-30%	1-10%
Student Stability	99%	98%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	48
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	79	53	67%	100	68	68%	101	66	65%
Students with Disabilities	12	2	17%	16	1	6%	10	3	30%
All Students	91	55	60%	116	69	59%	111	69	62%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	30	62	3	4	12	0
Percent	27%	56%	3%	4%	11%	0%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
10	3	0	10

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			7		8	
	Entered GED Program*			8		6	
	Total Noncompleters			15		14	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			1		1	
	Total Noncompleters			1		4	
All Students	Dropped Out	18	3.2%	7	1.2%	11	2.0%
	Entered GED Program*	11	2.0%	9	1.6%	7	1.3%
	Total Noncompleters	29	5.2%	16	2.8%	18	3.2%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		350	501
	Number of Students with Disabilities		67	52
	Number of All Students		417	553
	Percent of Enrollment		73%	99%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	27	78%
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%	94	87%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	7	29%
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%	5	80%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	8	100%
Science	11	100%	12	100%	2	#
Reading	0	0%	1	#	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	3	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	86%	4	#	7	86%
Science	13	69%	3	#	10	60%
Reading	10	80%	2	#	15	80%
Writing	6	83%	3	#	13	100%
Global Studies	4	#	4	#	8	62%
U.S. Hist & Gov't	3	#	3	#	5	80%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	135	126	123	24	10	9
Number Scoring 55–100	134	116	107	23	5	2
Number Scoring 65–100	123	94	98	18	4	1
Number Scoring 85–100	36	33	34	1	0	0
Percentage of Tested Scoring 55–100	99%	92%	87%	96%	50%	22%
Percentage of Tested Scoring 65–100	91%	75%	80%	75%	40%	11%
Percentage of Tested Scoring 85–100	27%	26%	28%	4%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	49	100	0	7	5
Number Scoring 55–100	0	15	83	0	0	2
Number Scoring 65–100	0	4	73	0	0	2
Number Scoring 85–100	0	0	22	0	0	0
Percentage of Tested Scoring 55–100	0%	31%	83%	0%	0%	40%
Percentage of Tested Scoring 65–100	0%	8%	73%	0%	0%	40%
Percentage of Tested Scoring 85–100	0%	0%	22%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</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	142	147	133	17	13	15
Number Scoring 55–100	137	132	109	17	9	5
Number Scoring 65–100	127	120	102	13	5	4
Number Scoring 85–100	57	44	54	1	1	1
Percentage of Tested Scoring 55–100	96%	90%	82%	100%	69%	33%
Percentage of Tested Scoring 65–100	89%	82%	77%	76%	38%	27%
Percentage of Tested Scoring 85–100	40%	30%	41%	6%	8%	7%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	126	122	133	17	11	11
Number Scoring 55–100	123	114	133	16	9	11
Number Scoring 65–100	112	91	128	14	3	8
Number Scoring 85–100	62	45	62	4	0	0
Percentage of Tested Scoring 55–100	98%	93%	100%	94%	82%	100%
Percentage of Tested Scoring 65–100	89%	75%	96%	82%	27%	73%
Percentage of Tested Scoring 85–100	49%	37%	47%	24%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	91	104	156	4	9	11
Number Scoring 55–100	91	101	150	#	8	11
Number Scoring 65–100	86	95	127	#	5	6
Number Scoring 85–100	11	20	16	#	0	0
Percentage of Tested Scoring 55–100	100%	97%	96%	#	89%	100%
Percentage of Tested Scoring 65–100	95%	91%	81%	#	56%	55%
Percentage of Tested Scoring 85–100	12%	19%	10%	#	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	61	81	112	1	2	10
Number Scoring 55–100	60	78	102	#	#	4
Number Scoring 65–100	57	73	91	#	#	4
Number Scoring 85–100	25	24	35	#	#	0
Percentage of Tested Scoring 55–100	98%	96%	91%	#	#	40%
Percentage of Tested Scoring 65–100	93%	90%	81%	#	#	40%
Percentage of Tested Scoring 85–100	41%	30%	31%	#	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		37	36		1	0
Number Scoring 55–100		37	33		#	0
Number Scoring 65–100		36	25		#	0
Number Scoring 85–100		7	2		#	0
Percentage of Tested Scoring 55–100		100%	92%		#	0%
Percentage of Tested Scoring 65–100		97%	69%		#	0%
Percentage of Tested Scoring 85–100		19%	6%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	26	15	30	1	1	0
Number Scoring 55–100	26	15	30	#	#	0
Number Scoring 65–100	25	14	26	#	#	0
Number Scoring 85–100	8	3	10	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	96%	93%	87%	#	#	0%
Percentage of Tested Scoring 85–100	31%	20%	33%	#	#	0%
<b>Comprehensive Italian</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 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	49	57	50	3	2	1
Number Scoring 55–100	49	57	50	#	#	#
Number Scoring 65–100	49	54	48	#	#	#
Number Scoring 85–100	29	29	25	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	95%	96%	#	#	#
Percentage of Tested Scoring 85–100	59%	51%	50%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	1	3	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%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	132	121	8	9	10	0
Number Scoring 55–100	104	93	8	4	2	0
Number Scoring 65–100	90	78	7	3	2	0
Number Scoring 85–100	24	27	1	0	0	0
Percentage of Tested Scoring 55–100	79%	77%	100%	44%	20%	0%
Percentage of Tested Scoring 65–100	68%	64%	88%	33%	20%	0%
Percentage of Tested Scoring 85–100	18%	22%	12%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	56	72	62	1	1	0
Number Scoring 55–100	50	66	54	#	#	0
Number Scoring 65–100	43	62	42	#	#	0
Number Scoring 85–100	19	33	19	#	#	0
Percentage of Tested Scoring 55–100	89%	92%	87%	#	#	0%
Percentage of Tested Scoring 65–100	77%	86%	68%	#	#	0%
Percentage of Tested Scoring 85–100	34%	46%	31%	#	#	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	49	96%	63	98%	56	91%
Students with Disabilities	16	81%	6	67%	10	60%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	102	102	102	9	9	9	111	111	111
Number Scoring 55–64	3	11	3	3	5	2	6	16	5
Number Scoring 65–84	43	39	60	5	4	7	48	43	67
Number Scoring 85–100	52	46	34	1	0	0	53	46	34
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)