

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-12-01-06-0001

Grade Range : 7-12

Name: Eden Junior-Senior High School

Principal: Ronald Buggs

## 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	151	167	138
Eighth	152	158	174
Ninth	132	153	150
Tenth	150	126	150
Eleventh	122	140	124
Twelfth	131	124	147
Ungraded Secondary	10	13	15
Total K-12 Enrollment	848	881	898

## 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	5	0.6%	7	0.8%	4	0.4%
Black (Not Hispanic)	2	0.2%	3	0.3%	2	0.2%
Hispanic	3	0.4%	7	0.8%	7	0.8%
White (Not Hispanic)	838	98.8%	864	98.1%	885	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	19	18	19
Mathematics Grade 8	17	22	19
Science Grade 8	22	19	25
Social Studies Grade 8	20	25	20
English Grade 10	23	23	26
Mathematics Grade 10	12	0	23
Science Grade 10	13	21	24
Social Studies Grade 10	22	0	23

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

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

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	57	6.7%	38	4.3%	24	2.7%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		96.8%		97.7%		96.9%
<b>Student Suspensions</b>	51	6.1%	85	10.0%	7	0.8%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	4.7%	4.1%	3.1%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	95%	98%	92%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	70
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	124	87	70%	111	85	77%	126	100	79%
Students with Disabilities	3	0	0%	0	0	0%	4	1	25%
All Students	127	87	69%	111	85	77%	130	101	78%

\*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	81	30	2	5	11	1
Percent	62%	23%	2%	4%	8%	1%

## 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)
4	1	3	7

\*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			10		5	
	Entered GED Program*			2		0	
	Total Noncompleters			12		5	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			0		0	
	Total Noncompleters			1		2	
All Students	Dropped Out	2	0.4%	11	2.0%	7	1.2%
	Entered GED Program*	5	0.9%	2	0.4%	0	0.0%
	Total Noncompleters	7	1.3%	13	2.4%	7	1.2%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## 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%	46	98%
German	0	0%	0	0%	12	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	121	98%

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	12	67%

(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	#	0	0%
Science	2	#	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	1	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	100%	4	#
Science	8	75%	2	#	0	0%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	1	#	3	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	121	148	124	0	5	7
Number Scoring 55–100	118	146	121	0	4	4
Number Scoring 65–100	115	140	115	0	4	3
Number Scoring 85–100	46	88	64	0	0	1
Percentage of Tested Scoring 55–100	98%	99%	98%	0%	80%	57%
Percentage of Tested Scoring 65–100	95%	95%	93%	0%	80%	43%
Percentage of Tested Scoring 85–100	38%	59%	52%	0%	0%	14%
<b>Mathematics A</b>						
Number Tested	0	157	183	0	10	13
Number Scoring 55–100	0	121	166	0	3	8
Number Scoring 65–100	0	109	143	0	3	6
Number Scoring 85–100	0	30	51	0	0	2
Percentage of Tested Scoring 55–100	0%	77%	91%	0%	30%	62%
Percentage of Tested Scoring 65–100	0%	69%	78%	0%	30%	46%
Percentage of Tested Scoring 85–100	0%	19%	28%	0%	0%	15%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	90	0	0	0
Number Scoring 55–100	0	0	73	0	0	0
Number Scoring 65–100	0	0	64	0	0	0
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	81%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	71%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	152	127	151	4	7	9
Number Scoring 55–100	148	122	142	#	5	8
Number Scoring 65–100	137	112	131	#	3	6
Number Scoring 85–100	48	30	60	#	0	0
Percentage of Tested Scoring 55–100	97%	96%	94%	#	71%	89%
Percentage of Tested Scoring 65–100	90%	88%	87%	#	43%	67%
Percentage of Tested Scoring 85–100	32%	24%	40%	#	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	59	154	126	0	5	7
Number Scoring 55–100	58	148	123	0	4	5
Number Scoring 65–100	54	140	120	0	3	4
Number Scoring 85–100	35	68	45	0	1	0
Percentage of Tested Scoring 55–100	98%	96%	98%	0%	80%	71%
Percentage of Tested Scoring 65–100	92%	91%	95%	0%	60%	57%
Percentage of Tested Scoring 85–100	59%	44%	36%	0%	20%	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	77	123	137	3	3	7
Number Scoring 55–100	76	121	137	#	#	7
Number Scoring 65–100	75	121	134	#	#	7
Number Scoring 85–100	12	51	51	#	#	0
Percentage of Tested Scoring 55–100	99%	98%	100%	#	#	100%
Percentage of Tested Scoring 65–100	97%	98%	98%	#	#	100%
Percentage of Tested Scoring 85–100	16%	41%	37%	#	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	70	143	142	2	1	3
Number Scoring 55–100	69	137	137	#	#	#
Number Scoring 65–100	66	134	131	#	#	#
Number Scoring 85–100	43	52	78	#	#	#
Percentage of Tested Scoring 55–100	99%	96%	96%	#	#	#
Percentage of Tested Scoring 65–100	94%	94%	92%	#	#	#
Percentage of Tested Scoring 85–100	61%	36%	55%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		42	75		0	0
Number Scoring 55–100		42	75		0	0
Number Scoring 65–100		40	68		0	0
Number Scoring 85–100		13	25		0	0
Percentage of Tested Scoring 55–100		100%	100%		0%	0%
Percentage of Tested Scoring 65–100		95%	91%		0%	0%
Percentage of Tested Scoring 85–100		31%	33%		0%	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	16	22	11	0	0	0
Number Scoring 55–100	16	22	11	0	0	0
Number Scoring 65–100	14	21	11	0	0	0
Number Scoring 85–100	5	9	7	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	41%	64%	0%	0%	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	11	12	9	0	0	1
Number Scoring 55–100	11	11	9	0	0	#
Number Scoring 65–100	11	11	9	0	0	#
Number Scoring 85–100	8	7	5	0	0	#
Percentage of Tested Scoring 55–100	100%	92%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	92%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	73%	58%	56%	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	59	72	78	0	0	1
Number Scoring 55–100	59	71	77	0	0	#
Number Scoring 65–100	59	71	77	0	0	#
Number Scoring 85–100	32	43	44	0	0	#
Percentage of Tested Scoring 55–100	100%	99%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	99%	99%	0%	0%	#
Percentage of Tested Scoring 85–100	54%	60%	56%	0%	0%	#
<b>Comprehensive Latin</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%

(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	140	102	54	1	2	0
Number Scoring 55–100	118	82	44	#	#	0
Number Scoring 65–100	107	73	38	#	#	0
Number Scoring 85–100	49	21	3	#	#	0
Percentage of Tested Scoring 55–100	84%	80%	81%	#	#	0%
Percentage of Tested Scoring 65–100	76%	72%	70%	#	#	0%
Percentage of Tested Scoring 85–100	35%	21%	6%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	80	93	64	0	1	2
Number Scoring 55–100	76	84	58	0	#	#
Number Scoring 65–100	73	77	54	0	#	#
Number Scoring 85–100	29	35	15	0	#	#
Percentage of Tested Scoring 55–100	95%	90%	91%	0%	#	#
Percentage of Tested Scoring 65–100	91%	83%	84%	0%	#	#
Percentage of Tested Scoring 85–100	36%	38%	23%	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	76	100%	80	98%	69	99%
Students with Disabilities	4	#	8	88%	6	100%

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	162	1%	34%	57%	8%
	Students with Disabilities	13	31%	62%	8%	0%
	All Students	175	3%	36%	54%	7%

(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	134	134	134	9	9	9	143	143	143
Number Scoring 55–64	4	2	4	0	2	0	4	4	4
Number Scoring 65–84	75	64	82	5	1	4	80	65	86
Number Scoring 85–100	53	65	46	0	1	0	53	66	46
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)