

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-04-01-02-0003
 Name: Elwood/John Glenn High School
 Principal: John Hogan

Grade Range : 9-12

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	180	160	178
Tenth	145	165	157
Eleventh	147	142	163
Twelfth	152	141	131
Ungraded Secondary	0	0	0
Total K-12 Enrollment	624	608	629

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	56	9.0%	49	8.1%	65	10.3%
Black (Not Hispanic)	100	16.0%	90	14.8%	88	14.0%
Hispanic	31	5.0%	22	3.6%	31	4.9%
White (Not Hispanic)	437	70.0%	447	73.5%	445	70.7%

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	25	26
Mathematics Grade 10	17	17	19
Science Grade 10	15	21	24
Social Studies Grade 10	24	24	28

(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	19	3.0%	35	5.8%	21	3.3%
Eligible for Free Lunch	43	6.9%	41	6.7%	37	5.9%

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		94.2%		95.0%		95.5%
Student Suspensions	58	9.7%	39	6.3%	47	7.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.7%	3.5%	2.5%
Public Assistance	1-10%	11-20%	1-10%
Student Stability	97%	99%	96%

Staff Counts

Staff	2002–2003
Total Teachers	47
Total Other Professional Staff	10
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	132	101	77%	121	99	82%	108	92	85%
Students with Disabilities	8	2	25%	10	0	0%	14	6	43%
All Students	140	103	74%	131	99	76%	122	98	80%

*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	87	22	2	3	8	0
Percent	71%	18%	2%	2%	7%	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)
14	6	3	17

*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			2		2	
	Entered GED Program*			2		1	
	Total Noncompleters			4		3	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		2	
	Total Noncompleters			0		2	
All Students	Dropped Out	5	0.8%	2	0.3%	2	0.3%
	Entered GED Program*	0	0.0%	2	0.3%	3	0.5%
	Total Noncompleters	5	0.8%	4	0.7%	5	0.8%

*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%	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	2000-2001		2001-2002		2002-2003	
	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%

(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%	0	0%	0	0%
Science	3	#	1	#	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	2	#	1	#	0	0%
U.S. Hist & Gov't	5	100%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	8	100%	14	93%
Science	19	21%	11	27%	13	54%
Reading	8	50%	11	82%	0	0%
Writing	10	80%	7	71%	7	86%
Global Studies	15	27%	14	21%	15	60%
U.S. Hist & Gov't	9	22%	13	54%	5	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	155	148	163	16	22	15
Number Scoring 55–100	140	136	146	6	13	7
Number Scoring 65–100	130	129	142	6	12	4
Number Scoring 85–100	70	76	84	1	1	0
Percentage of Tested Scoring 55–100	90%	92%	90%	38%	59%	47%
Percentage of Tested Scoring 65–100	84%	87%	87%	38%	55%	27%
Percentage of Tested Scoring 85–100	45%	51%	52%	6%	5%	0%
Mathematics A						
Number Tested	0	53	199	0	0	23
Number Scoring 55–100	0	53	164	0	0	12
Number Scoring 65–100	0	51	144	0	0	4
Number Scoring 85–100	0	42	50	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	82%	0%	0%	52%
Percentage of Tested Scoring 65–100	0%	96%	72%	0%	0%	17%
Percentage of Tested Scoring 85–100	0%	79%	25%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	45	0	0	0
Number Scoring 55–100	0	0	45	0	0	0
Number Scoring 65–100	0	0	44	0	0	0
Number Scoring 85–100	0	0	19	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	42%	0%	0%	0%
Global History and Geography						
Number Tested	157	174	168	22	13	22
Number Scoring 55–100	150	162	153	17	7	16
Number Scoring 65–100	134	145	147	11	4	11
Number Scoring 85–100	67	69	98	3	1	1
Percentage of Tested Scoring 55–100	96%	93%	91%	77%	54%	73%
Percentage of Tested Scoring 65–100	85%	83%	88%	50%	31%	50%
Percentage of Tested Scoring 85–100	43%	40%	58%	14%	8%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	138	153	156	13	19	10
Number Scoring 55–100	127	143	153	6	14	10
Number Scoring 65–100	116	139	149	3	14	7
Number Scoring 85–100	75	78	100	1	3	2
Percentage of Tested Scoring 55–100	92%	93%	98%	46%	74%	100%
Percentage of Tested Scoring 65–100	84%	91%	96%	23%	74%	70%
Percentage of Tested Scoring 85–100	54%	51%	64%	8%	16%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	109	144	168	8	7	11
Number Scoring 55–100	109	142	164	8	7	10
Number Scoring 65–100	107	137	154	8	7	7
Number Scoring 85–100	24	46	56	0	0	0
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	100%	91%
Percentage of Tested Scoring 65–100	98%	95%	92%	100%	100%	64%
Percentage of Tested Scoring 85–100	22%	32%	33%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	108	138	115	9	16	8
Number Scoring 55–100	96	118	106	6	9	6
Number Scoring 65–100	85	104	95	4	6	4
Number Scoring 85–100	18	28	30	0	0	1
Percentage of Tested Scoring 55–100	89%	86%	92%	67%	56%	75%
Percentage of Tested Scoring 65–100	79%	75%	83%	44%	38%	50%
Percentage of Tested Scoring 85–100	17%	20%	26%	0%	0%	12%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		91	89		3	3
Number Scoring 55–100		90	85		#	#
Number Scoring 65–100		77	70		#	#
Number Scoring 85–100		24	18		#	#
Percentage of Tested Scoring 55–100		99%	96%		#	#
Percentage of Tested Scoring 65–100		85%	79%		#	#
Percentage of Tested Scoring 85–100		26%	20%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	14	24	18	0	0	0
Number Scoring 55–100	14	24	18	0	0	0
Number Scoring 65–100	14	24	18	0	0	0
Number Scoring 85–100	10	14	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	71%	58%	72%	0%	0%	0%
Comprehensive Italian						
Number Tested	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	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	79	56	73	1	2	1
Number Scoring 55–100	79	56	73	#	#	#
Number Scoring 65–100	79	56	73	#	#	#
Number Scoring 85–100	72	54	70	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	91%	96%	96%	#	#	#
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	173	100	23	6	9	2
Number Scoring 55–100	157	74	10	5	6	#
Number Scoring 65–100	147	61	10	4	4	#
Number Scoring 85–100	83	11	1	1	0	#
Percentage of Tested Scoring 55–100	91%	74%	43%	83%	67%	#
Percentage of Tested Scoring 65–100	85%	61%	43%	67%	44%	#
Percentage of Tested Scoring 85–100	48%	11%	4%	17%	0%	#
Sequential Mathematics, Course III						
Number Tested	112	119	50	1	4	1
Number Scoring 55–100	103	112	41	#	#	#
Number Scoring 65–100	97	109	35	#	#	#
Number Scoring 85–100	44	46	10	#	#	#
Percentage of Tested Scoring 55–100	92%	94%	82%	#	#	#
Percentage of Tested Scoring 65–100	87%	92%	70%	#	#	#
Percentage of Tested Scoring 85–100	39%	39%	20%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	40	93%	20	30%	10	100%
Students with Disabilities	11	64%	10	60%	2	#

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
Nov 2002	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 2003	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
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	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	111	111	111	18	18	18	129	129	129
Number Scoring 55–64	4	3	4	2	0	2	6	3	6
Number Scoring 65–84	40	35	39	10	10	12	50	45	51
Number Scoring 85–100	64	70	67	2	3	0	66	73	67
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)