

New York State District Report Card Comprehensive Information Report

BEDS Code: 42-05-01-06-0000
 Name: Jordan-Elbridge Central School District
 Superintendent: Marilyn Dominick

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	105	99	135
First	125	114	103
Second	128	129	108
Third	129	127	122
Fourth	139	131	126
Fifth	132	132	128
Sixth	153	139	125
Ungraded Elementary	0	0	0
Seventh	151	159	141
Eighth	137	147	150
Ninth	138	191	184
Tenth	154	136	149
Eleventh	125	119	120
Twelfth	152	107	112
Ungraded Secondary	4	6	0
Total K-12 Enrollment	1772	1736	1703

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	24	1.4%	28	1.6%	24	1.4%
Black (Not Hispanic)	11	0.6%	10	0.6%	12	0.7%
Hispanic	9	0.5%	3	0.2%	5	0.3%
White (Not Hispanic)	1728	97.5%	1695	97.6%	1662	97.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	15	18	19
Common Branch	17	18	18
English Grade 8	16	18	18
Mathematics Grade 8	17	18	19
Science Grade 8	17	18	18
Social Studies Grade 8	17	18	18
English Grade 10	21	18	20
Mathematics Grade 10	24	20	21
Science Grade 10	23	21	24
Social Studies Grade 10	22	23	21

(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
NA	NA

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.3%	2	0.1%	1	0.1%
Eligible for Free Lunch	242	13.7%	243	14.0%	302	17.7%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		94.6%		94.6%
Student Suspensions	88	4.8%	111	6.3%	111	6.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.4%	6.7%	7.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	145
Total Other Professional Staff	21
Total Paraprofessionals	38
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 Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	100	68	68%	101	66	65%	105	71	68%
Students with Disabilities	16	1	6%	10	3	30%	6	1	17%
All Students	116	69	59%	111	69	62%	111	72	65%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	40	60	1	4	3	3
Percent	36%	54%	1%	4%	3%	3%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
6	1	5	11

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	7		9		12	2.5%
	Entered GED Program*	9		7		10	2.0%
	Total Noncompleters	16		16		22	4.5%
Students with Disabilities	Dropped Out	0		3		4	5.0%
	Entered GED Program*	1		3		4	5.0%
	Total Noncompleters	1		6		8	10.0%
All Students	Dropped Out	7	1.2%	12	2.1%	16	2.8%
	Entered GED Program*	10	1.7%	10	1.8%	14	2.5%
	Total Noncompleters	17	3.0%	22	3.9%	30	5.3%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	437	0	148
	Number of Students with Disabilities	0	0	0
	Number of All Students	437	0	148
	Percent of Enrollment	99%	0%	36%
9-12	Number of General-Education Students	350	501	506
	Number of Students with Disabilities	67	52	61
	Number of All Students	417	553	567
	Percent of Enrollment	73%	99%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	65	60%	42	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	169	86%	115	73%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	10	30%	5	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	8	63%	9	11%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	8	100%	5	100%
Science	13	100%	2	#	2	#
Reading	1	#	1	#	2	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	7	86%	16	81%
Science	3	#	10	60%	2	#
Reading	2	#	15	80%	5	100%
Writing	3	#	13	100%	5	100%
Global Studies	4	#	8	63%	5	80%
U.S. Hist & Gov't	3	#	5	80%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	129	123	113	10	9	7
Number Scoring 55-100	117	107	112	5	2	7
Number Scoring 65-100	94	98	106	4	1	6
Number Scoring 85-100	33	34	35	0	0	0
Percentage of Tested Scoring 55-100	91%	87%	99%	50%	22%	100%
Percentage of Tested Scoring 65-100	73%	80%	94%	40%	11%	86%
Percentage of Tested Scoring 85-100	26%	28%	31%	0%	0%	0%
Mathematics A						
Number Tested	49	100	82	7	5	3
Number Scoring 55-100	15	83	80	0	2	#
Number Scoring 65-100	4	73	70	0	2	#
Number Scoring 85-100	0	22	18	0	0	#
Percentage of Tested Scoring 55-100	31%	83%	98%	0%	40%	#
Percentage of Tested Scoring 65-100	8%	73%	85%	0%	40%	#
Percentage of Tested Scoring 85-100	0%	22%	22%	0%	0%	#
Mathematics B						
Number Tested	0	0	47	0	0	1
Number Scoring 55-100	0	0	42	0	0	#
Number Scoring 65-100	0	0	37	0	0	#
Number Scoring 85-100	0	0	9	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	89%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	79%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	19%	0%	0%	#
Global History and Geography						
Number Tested	147	133	154	13	15	12
Number Scoring 55-100	132	109	142	9	5	5
Number Scoring 65-100	120	102	132	5	4	4
Number Scoring 85-100	44	54	80	1	1	0
Percentage of Tested Scoring 55-100	90%	82%	92%	69%	33%	42%
Percentage of Tested Scoring 65-100	82%	77%	86%	38%	27%	33%
Percentage of Tested Scoring 85-100	30%	41%	52%	8%	7%	0%
U.S. History and Government						
Number Tested	123	133	106	11	11	5
Number Scoring 55-100	114	133	103	9	11	5
Number Scoring 65-100	91	128	96	3	8	3
Number Scoring 85-100	45	62	55	0	0	0
Percentage of Tested Scoring 55-100	93%	100%	97%	82%	100%	100%
Percentage of Tested Scoring 65-100	74%	96%	91%	27%	73%	60%
Percentage of Tested Scoring 85-100	37%	47%	52%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	104	156	139	9	11	15
Number Scoring 55-100	101	150	132	8	11	11
Number Scoring 65-100	95	127	124	5	6	9
Number Scoring 85-100	20	16	22	0	0	0
Percentage of Tested Scoring 55-100	97%	96%	95%	89%	100%	73%
Percentage of Tested Scoring 65-100	91%	81%	89%	56%	55%	60%
Percentage of Tested Scoring 85-100	19%	10%	16%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	81	112	156	2	10	9
Number Scoring 55-100	78	102	144	#	4	8
Number Scoring 65-100	73	91	125	#	4	2
Number Scoring 85-100	24	35	39	#	0	0
Percentage of Tested Scoring 55-100	96%	91%	92%	#	40%	89%
Percentage of Tested Scoring 65-100	90%	81%	80%	#	40%	22%
Percentage of Tested Scoring 85-100	30%	31%	25%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	37	36	61	1	0	1
Number Scoring 55-100	37	33	53	#	0	#
Number Scoring 65-100	36	25	44	#	0	#
Number Scoring 85-100	7	2	3	#	0	#
Percentage of Tested Scoring 55-100	100%	92%	87%	#	0%	#
Percentage of Tested Scoring 65-100	97%	69%	72%	#	0%	#
Percentage of Tested Scoring 85-100	19%	6%	5%	#	0%	#
Physical Setting/Physics						
Number Tested			17			0
Number Scoring 55-100			17			0
Number Scoring 65-100			15			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			88%			0%
Percentage of Tested Scoring 85-100			18%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	15	30	28	1	0	1
Number Scoring 55-100	15	30	24	#	0	#
Number Scoring 65-100	14	26	22	#	0	#
Number Scoring 85-100	3	10	2	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	86%	#	0%	#
Percentage of Tested Scoring 65-100	93%	87%	79%	#	0%	#
Percentage of Tested Scoring 85-100	20%	33%	7%	#	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	57	50	41	2	1	0
Number Scoring 55-100	57	50	40	#	#	0
Number Scoring 65-100	54	48	39	#	#	0
Number Scoring 85-100	29	25	24	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	98%	#	#	0%
Percentage of Tested Scoring 65-100	95%	96%	95%	#	#	0%
Percentage of Tested Scoring 85-100	51%	50%	59%	#	#	0%
Comprehensive Latin						
Number Tested	1	3	1	0	0	0
Number Scoring 55-100	#	#	#	0	0	0
Number Scoring 65-100	#	#	#	0	0	0
Number Scoring 85-100	#	#	#	0	0	0
Percentage of Tested Scoring 55-100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	#	#	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	72	62	3	1	0	0
Number Scoring 55-100	66	54	#	#	0	0
Number Scoring 65-100	62	42	#	#	0	0
Number Scoring 85-100	33	19	#	#	0	0
Percentage of Tested Scoring 55-100	92%	87%	#	#	0%	0%
Percentage of Tested Scoring 65-100	86%	68%	#	#	0%	0%
Percentage of Tested Scoring 85-100	46%	31%	#	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	63	98%	56	91%	79	96%
Students with Disabilities	6	67%	10	60%	6	67%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	118	3%	7%	53%	37%
	Students with Disabilities	10	30%	0%	70%	0%
	All Students	128	5%	6%	55%	34%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	125	3%	46%	46%	5%
	Students with Disabilities	16	38%	44%	19%	0%
	All Students	141	7%	46%	43%	4%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	117	117	117	15	15	15	132	132	132
Number Scoring 55–64	2	1	3	3	3	3	5	4	6
Number Scoring 65–84	70	52	71	4	6	3	74	58	74
Number Scoring 85–100	39	59	35	1	0	0	40	59	35
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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 – K)