

New York State School Report Card Comprehensive Information Report

BEDS Code: 03-15-02-06-0006

Grade Range : 8-12

Name: Johnson City Senior High School

Principal: Thomas Lally

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	200	241	193
Ninth	240	200	254
Tenth	214	233	187
Eleventh	207	205	223
Twelfth	199	184	193
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1060	1063	1050

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	69	6.5%	73	6.9%	77	7.3%
Black (Not Hispanic)	51	4.8%	54	5.1%	53	5.0%
Hispanic	14	1.3%	16	1.5%	20	1.9%
White (Not Hispanic)	926	87.4%	920	86.5%	900	85.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	18	18
Mathematics Grade 8	20	15	17
Science Grade 8	26	19	22
Social Studies Grade 8	19	19	21
English Grade 10	19	18	19
Mathematics Grade 10	10	21	15
Science Grade 10	18	21	20
Social Studies Grade 10	21	22	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
43	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	54	5.1%	55	5.2%	7	0.7%
Eligible for Free Lunch	188	17.7%	200	18.8%	203	19.3%

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		93.5%		94.0%		93.9%
Student Suspensions	82	7.4%	116	10.9%	93	8.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.2%	7.0%	7.3%
Public Assistance	31-40%	11-20%	21-30%
Student Stability	100%	99%	96%

Staff Counts

Staff	2002–2003
Total Teachers	96
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	12
Teachers with Temporary Licenses	3

*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	154	118	77%	142	97	68%	162	116	72%
Students with Disabilities	16	1	6%	14	5	36%	14	3	21%
All Students	170	119	70%	156	102	65%	176	119	68%

*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	54	79	4	6	24	9
Percent	31%	45%	2%	3%	14%	5%

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	3	5	19

*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			17		26	
	Entered GED Program*			1		3	
	Total Noncompleters			18		29	
Students with Disabilities	Dropped Out			1		4	
	Entered GED Program*			0		0	
	Total Noncompleters			1		4	
All Students	Dropped Out	29	3.4%	18	2.2%	30	3.5%
	Entered GED Program*	13	1.5%	1	0.1%	3	0.4%
	Total Noncompleters	42	4.9%	19	2.3%	33	3.9%

*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	175
	Number of Students with Disabilities		0	25
	Number of All Students		0	200
	Percent of Enrollment		0%	23%

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%	32	100%	19	100%

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%	3	#	4	#
Science	5	40%	3	#	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	7	86%	0	0%	1	#
U.S. Hist & Gov't	15	87%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	10	80%	17	88%
Science	7	71%	11	82%	10	60%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	8	38%	9	78%	13	69%
U.S. Hist & Gov't	5	80%	2	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	187	181	204	24	20	21
Number Scoring 55–100	186	179	202	23	20	20
Number Scoring 65–100	175	170	198	18	17	19
Number Scoring 85–100	56	87	90	1	1	0
Percentage of Tested Scoring 55–100	99%	99%	99%	96%	100%	95%
Percentage of Tested Scoring 65–100	94%	94%	97%	75%	85%	90%
Percentage of Tested Scoring 85–100	30%	48%	44%	4%	5%	0%
Mathematics A						
Number Tested	0	0	216	0	0	23
Number Scoring 55–100	0	0	191	0	0	16
Number Scoring 65–100	0	0	176	0	0	14
Number Scoring 85–100	0	0	47	0	0	4
Percentage of Tested Scoring 55–100	0%	0%	88%	0%	0%	70%
Percentage of Tested Scoring 65–100	0%	0%	81%	0%	0%	61%
Percentage of Tested Scoring 85–100	0%	0%	22%	0%	0%	17%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	211	214	189	27	25	21
Number Scoring 55–100	204	202	160	21	20	15
Number Scoring 65–100	183	189	143	18	15	10
Number Scoring 85–100	63	51	58	0	0	4
Percentage of Tested Scoring 55–100	97%	94%	85%	78%	80%	71%
Percentage of Tested Scoring 65–100	87%	88%	76%	67%	60%	48%
Percentage of Tested Scoring 85–100	30%	24%	31%	0%	0%	19%
U.S. History and Government (first administered June 2001)						
Number Tested	163	193	224	12	23	23
Number Scoring 55–100	146	185	222	9	22	23
Number Scoring 65–100	124	165	212	8	17	23
Number Scoring 85–100	40	43	108	1	1	5
Percentage of Tested Scoring 55–100	90%	96%	99%	75%	96%	100%
Percentage of Tested Scoring 65–100	76%	85%	95%	67%	74%	100%
Percentage of Tested Scoring 85–100	25%	22%	48%	8%	4%	22%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	165	195	182	8	24	13
Number Scoring 55–100	165	194	174	8	24	10
Number Scoring 65–100	162	188	169	8	23	10
Number Scoring 85–100	35	49	67	1	0	3
Percentage of Tested Scoring 55–100	100%	99%	96%	100%	100%	77%
Percentage of Tested Scoring 65–100	98%	96%	93%	100%	96%	77%
Percentage of Tested Scoring 85–100	21%	25%	37%	12%	0%	23%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	183	175	211	15	10	15
Number Scoring 55–100	174	168	194	14	10	10
Number Scoring 65–100	162	159	186	14	9	8
Number Scoring 85–100	79	60	67	7	2	1
Percentage of Tested Scoring 55–100	95%	96%	92%	93%	100%	67%
Percentage of Tested Scoring 65–100	89%	91%	88%	93%	90%	53%
Percentage of Tested Scoring 85–100	43%	34%	32%	47%	20%	7%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		113	141		2	2
Number Scoring 55–100		110	135		#	#
Number Scoring 65–100		81	103		#	#
Number Scoring 85–100		16	15		#	#
Percentage of Tested Scoring 55–100		97%	96%		#	#
Percentage of Tested Scoring 65–100		72%	73%		#	#
Percentage of Tested Scoring 85–100		14%	11%		#	#
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	18	22	23	0	0	0
Number Scoring 55–100	18	22	23	0	0	0
Number Scoring 65–100	18	22	23	0	0	0
Number Scoring 85–100	10	12	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	56%	55%	57%	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	76	76	76	6	0	0
Number Scoring 55–100	76	76	76	6	0	0
Number Scoring 65–100	76	75	76	6	0	0
Number Scoring 85–100	49	57	51	2	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	0%	0%
Percentage of Tested Scoring 65–100	100%	99%	100%	100%	0%	0%
Percentage of Tested Scoring 85–100	64%	75%	67%	33%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	199	187	28	11	12	2
Number Scoring 55–100	175	168	26	8	10	#
Number Scoring 65–100	160	152	22	7	8	#
Number Scoring 85–100	69	45	2	3	2	#
Percentage of Tested Scoring 55–100	88%	90%	93%	73%	83%	#
Percentage of Tested Scoring 65–100	80%	81%	79%	64%	67%	#
Percentage of Tested Scoring 85–100	35%	24%	7%	27%	17%	#
Sequential Mathematics, Course III						
Number Tested	108	126	150	4	2	4
Number Scoring 55–100	94	116	119	#	#	#
Number Scoring 65–100	92	107	102	#	#	#
Number Scoring 85–100	42	55	36	#	#	#
Percentage of Tested Scoring 55–100	87%	92%	79%	#	#	#
Percentage of Tested Scoring 65–100	85%	85%	68%	#	#	#
Percentage of Tested Scoring 85–100	39%	44%	24%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	58	93%	97	99%	78	94%
Students with Disabilities	19	89%	17	76%	24	79%

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	157	2%	34%	61%	4%
	Students with Disabilities	26	8%	54%	38%	0%
	All Students	183	3%	37%	57%	3%

(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	155	155	155	18	18	18	173	173	173
Number Scoring 55–64	8	10	3	1	0	0	9	10	3
Number Scoring 65–84	88	101	94	12	12	5	100	113	99
Number Scoring 85–100	57	39	53	0	0	2	57	39	55
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)