

New York State District Report Card Comprehensive Information Report

BEDS Code: 17-06-00-01-0000

Name: Johnstown City School District

Superintendent: Mr. John S. Whelan

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	61	64	54
Kindergarten	154	146	136
First	145	160	155
Second	145	143	138
Third	142	142	141
Fourth	149	130	148
Fifth	166	149	133
Sixth	148	162	149
Ungraded Elementary	49	41	40
Seventh	148	148	168
Eighth	155	140	133
Ninth	206	199	192
Tenth	193	170	167
Eleventh	175	136	136
Twelfth	187	150	140
Ungraded Secondary	0	105	94
Total K-12 Enrollment	2162	2121	2070

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	35	1.6%	32	1.5%	20	1.0%
Black (Not Hispanic)	18	0.8%	23	1.1%	17	0.8%
Hispanic	22	1.0%	22	1.0%	23	1.1%
White (Not Hispanic)	2087	96.5%	2044	96.4%	2010	97.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	19	17
Common Branch	19	19	20
English Grade 8	19	18	23
Mathematics Grade 8	20	20	27
Science Grade 8	0	39	28
Social Studies Grade 8	0	0	20
English Grade 10	21	20	21
Mathematics Grade 10	0	21	20
Science Grade 10	23	22	23
Social Studies Grade 10	23	21	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.3%	4	0.2%	1	0.1%
Eligible for Free Lunch	634	29.3%	445	21.0%	471	22.8%

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		94.2%		94.1%		94.1%
Student Suspensions	56	2.6%	97	4.5%	92	4.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	13.3%	12.3%	11.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	153
Total Other Professional Staff	21
Total Paraprofessionals	38
Teaching Out of Certification*	6
Teachers with Temporary Licenses	1

*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	152	103	68%	134	90	67%	118	85	72%
Students with Disabilities	9	1	11%	6	2	33%	19	5	26%
All Students	161	104	65%	140	92	66%	137	90	66%

*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	49	66	7	1	8	6
Percent	36%	48%	5%	1%	6%	4%

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)
19	5	10	29

*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			21		19	
	Entered GED Program*			4		4	
	Total Noncompleters			25		23	
Students with Disabilities	Dropped Out			7		4	
	Entered GED Program*			2		2	
	Total Noncompleters			9		6	
All Students	Dropped Out	37	4.9%	28	3.7%	23	3.2%
	Entered GED Program*	7	0.9%	6	0.8%	6	0.8%
	Total Noncompleters	44	5.8%	34	4.6%	29	4.1%

*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		124	132
	Number of Students with Disabilities		12	12
	Number of All Students		136	144
	Percent of Enrollment		28%	30%
9-12	Number of General-Education Students		560	526
	Number of Students with Disabilities		90	74
	Number of All Students		650	600
	Percent of Enrollment		89%	86%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	33	85%	24	92%	35	83%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	30	80%	18	100%	0	0%
Spanish	76	68%	88	78%	59	97%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	0	0%
Spanish	4	#	2	#	1	#

(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	1	#	0	0%	0	0%
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	5	40%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	91%	0	0%	9	89%
Science	5	100%	0	0%	5	100%
Reading	3	#	0	0%	6	100%
Writing	2	#	0	0%	0	0%
Global Studies	10	20%	0	0%	5	0%
U.S. Hist & Gov't	5	60%	0	0%	8	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	180	9	146	13	0	13
Number Scoring 55–100	173	7	142	11	0	12
Number Scoring 65–100	156	5	129	4	0	10
Number Scoring 85–100	44	3	48	0	0	0
Percentage of Tested Scoring 55–100	96%	78%	97%	85%	0%	92%
Percentage of Tested Scoring 65–100	87%	56%	88%	31%	0%	77%
Percentage of Tested Scoring 85–100	24%	33%	33%	0%	0%	0%
Mathematics A						
Number Tested	35	49	163	6	9	10
Number Scoring 55–100	4	21	144	0	2	6
Number Scoring 65–100	0	1	134	0	0	5
Number Scoring 85–100	0	0	48	0	0	1
Percentage of Tested Scoring 55–100	11%	43%	88%	0%	22%	60%
Percentage of Tested Scoring 65–100	0%	2%	82%	0%	0%	50%
Percentage of Tested Scoring 85–100	0%	0%	29%	0%	0%	10%
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	190	162	150	22	11	12
Number Scoring 55–100	177	151	127	17	9	7
Number Scoring 65–100	148	127	112	7	3	5
Number Scoring 85–100	45	30	49	1	1	0
Percentage of Tested Scoring 55–100	93%	93%	85%	77%	82%	58%
Percentage of Tested Scoring 65–100	78%	78%	75%	32%	27%	42%
Percentage of Tested Scoring 85–100	24%	19%	33%	5%	9%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	147	160	141	12	12	15
Number Scoring 55–100	137	154	140	9	11	15
Number Scoring 65–100	123	134	136	3	6	15
Number Scoring 85–100	69	57	79	0	1	3
Percentage of Tested Scoring 55–100	93%	96%	99%	75%	92%	100%
Percentage of Tested Scoring 65–100	84%	84%	96%	25%	50%	100%
Percentage of Tested Scoring 85–100	47%	36%	56%	0%	8%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	139	181	129	10	12	10
Number Scoring 55–100	138	181	124	9	12	9
Number Scoring 65–100	124	177	115	7	11	7
Number Scoring 85–100	29	36	38	0	0	1
Percentage of Tested Scoring 55–100	99%	100%	96%	90%	100%	90%
Percentage of Tested Scoring 65–100	89%	98%	89%	70%	92%	70%
Percentage of Tested Scoring 85–100	21%	20%	29%	0%	0%	10%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	157	120	143	8	6	8
Number Scoring 55–100	144	118	138	3	5	6
Number Scoring 65–100	138	113	128	1	5	4
Number Scoring 85–100	66	61	64	0	1	0
Percentage of Tested Scoring 55–100	92%	98%	97%	38%	83%	75%
Percentage of Tested Scoring 65–100	88%	94%	90%	12%	83%	50%
Percentage of Tested Scoring 85–100	42%	51%	45%	0%	17%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		80	78		0	1
Number Scoring 55–100		76	77		0	#
Number Scoring 65–100		54	64		0	#
Number Scoring 85–100		9	8		0	#
Percentage of Tested Scoring 55–100		95%	99%		0%	#
Percentage of Tested Scoring 65–100		68%	82%		0%	#
Percentage of Tested Scoring 85–100		11%	10%		0%	#
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	23	20	26	0	0	0
Number Scoring 55–100	22	19	26	0	0	0
Number Scoring 65–100	21	18	26	0	0	0
Number Scoring 85–100	9	7	18	0	0	0
Percentage of Tested Scoring 55–100	96%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	90%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	39%	35%	69%	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	58	70	54	1	1	2
Number Scoring 55–100	57	69	54	#	#	#
Number Scoring 65–100	56	69	53	#	#	#
Number Scoring 85–100	25	29	28	#	#	#
Percentage of Tested Scoring 55–100	98%	99%	100%	#	#	#
Percentage of Tested Scoring 65–100	97%	99%	98%	#	#	#
Percentage of Tested Scoring 85–100	43%	41%	52%	#	#	#
Comprehensive Latin						
Number Tested	19	12	15	0	0	1
Number Scoring 55–100	19	12	15	0	0	#
Number Scoring 65–100	18	12	15	0	0	#
Number Scoring 85–100	5	6	5	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	26%	50%	33%	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	130	159	4	2	8	0
Number Scoring 55–100	109	131	#	#	7	0
Number Scoring 65–100	99	124	#	#	7	0
Number Scoring 85–100	50	48	#	#	1	0
Percentage of Tested Scoring 55–100	84%	82%	#	#	88%	0%
Percentage of Tested Scoring 65–100	76%	78%	#	#	88%	0%
Percentage of Tested Scoring 85–100	38%	30%	#	#	12%	0%
Sequential Mathematics, Course III						
Number Tested	75	75	83	1	2	2
Number Scoring 55–100	63	66	63	#	#	#
Number Scoring 65–100	63	63	60	#	#	#
Number Scoring 85–100	31	27	15	#	#	#
Percentage of Tested Scoring 55–100	84%	88%	76%	#	#	#
Percentage of Tested Scoring 65–100	84%	84%	72%	#	#	#
Percentage of Tested Scoring 85–100	41%	36%	18%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	57	98%	0	0%	58	88%
Students with Disabilities	18	89%	0	0%	13	54%

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	124	4%	12%	67%	17%
	Students with Disabilities	14	50%	14%	36%	0%
	All Students	138	9%	12%	64%	15%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	123	0%	36%	54%	11%
	Students with Disabilities	23	22%	70%	9%	0%
	All Students	146	3%	41%	47%	9%

(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	137	137	137	34	34	34	171	171	171
Number Scoring 55–64	6	8	2	8	4	3	14	12	5
Number Scoring 65–84	69	57	67	9	9	12	78	66	79
Number Scoring 85–100	42	51	49	2	2	1	44	53	50
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)