

New York State School Report Card Comprehensive Information Report

BEDS Code: 22-01-01-04-0002

Grade Range : 7-12

Name: South Jefferson Junior-Senior High School

Principal: Mary-Margaret Zehr

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	162	162	167
Eighth	165	169	165
Ninth	191	156	171
Tenth	129	170	155
Eleventh	153	111	166
Twelfth	164	145	138
Ungraded Secondary	64	87	6
Total K-12 Enrollment	1028	1000	968

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	7	0.7%	12	1.2%	5	0.5%
Black (Not Hispanic)	2	0.2%	4	0.4%	8	0.8%
Hispanic	5	0.5%	6	0.6%	5	0.5%
White (Not Hispanic)	1014	98.6%	978	97.8%	950	98.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	20	0
Mathematics Grade 8	19	22	20
Science Grade 8	21	21	22
Social Studies Grade 8	21	22	19
English Grade 10	19	17	20
Mathematics Grade 10	0	24	22
Science Grade 10	21	22	23
Social Studies Grade 10	18	23	19

(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
51	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 higher 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	166	16.2%	170	17.0%	147	15.2%

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		95.0%		95.0%		95.0%
Student Suspensions	91	9.2%	86	8.4%	88	8.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.2%	7.4%	8.7%
Public Assistance	21-30%	21-30%	31-40%
Student Stability	82%	99%	85%

Staff Counts

Staff	2002–2003
Total Teachers	73
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	125	76	61%	121	78	64%	93	52	56%
Students with Disabilities	4	1	25%	2	1	50%	6	3	50%
All Students	129	77	60%	123	79	64%	99	55	56%

*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	34	48	2	4	5	6
Percent	34%	48%	2%	4%	5%	6%

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)
6	3	6	12

*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			22		16	
	Entered GED Program*			1		0	
	Total Noncompleters			23		16	
Students with Disabilities	Dropped Out			1		6	
	Entered GED Program*			1		1	
	Total Noncompleters			2		7	
All Students	Dropped Out	22	3.2%	23	3.6%	22	3.5%
	Entered GED Program*	0	0.0%	2	0.3%	1	0.2%
	Total Noncompleters	22	3.2%	25	3.9%	23	3.6%

*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	48	100%	51	90%	48	94%
German	39	95%	37	92%	35	94%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	49	88%	48	77%	42	98%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	2	#	3	#
German	0	0%	2	#	1	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	4	#

(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	0	0%	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	1	#	5	100%	4	#
Science	3	#	3	#	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	0	0%
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
Comprehensive English						
Number Tested	135	108	157	2	6	10
Number Scoring 55–100	134	107	154	#	6	10
Number Scoring 65–100	128	92	144	#	5	7
Number Scoring 85–100	42	40	61	#	1	1
Percentage of Tested Scoring 55–100	99%	99%	98%	#	100%	100%
Percentage of Tested Scoring 65–100	95%	85%	92%	#	83%	70%
Percentage of Tested Scoring 85–100	31%	37%	39%	#	17%	10%
Mathematics A						
Number Tested	17	38	134	1	4	4
Number Scoring 55–100	3	26	123	#	#	#
Number Scoring 65–100	0	8	112	#	#	#
Number Scoring 85–100	0	0	25	#	#	#
Percentage of Tested Scoring 55–100	18%	68%	92%	#	#	#
Percentage of Tested Scoring 65–100	0%	21%	84%	#	#	#
Percentage of Tested Scoring 85–100	0%	0%	19%	#	#	#
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	111	160	153	7	10	8
Number Scoring 55–100	111	158	140	7	9	4
Number Scoring 65–100	102	147	127	7	8	4
Number Scoring 85–100	47	57	38	3	0	0
Percentage of Tested Scoring 55–100	100%	99%	92%	100%	90%	50%
Percentage of Tested Scoring 65–100	92%	92%	83%	100%	80%	50%
Percentage of Tested Scoring 85–100	42%	36%	25%	43%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	132	117	156	2	7	9
Number Scoring 55–100	129	113	155	#	7	9
Number Scoring 65–100	114	100	149	#	5	8
Number Scoring 85–100	54	29	88	#	0	4
Percentage of Tested Scoring 55–100	98%	97%	99%	#	100%	100%
Percentage of Tested Scoring 65–100	86%	85%	96%	#	71%	89%
Percentage of Tested Scoring 85–100	41%	25%	56%	#	0%	44%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	108	158	126	7	8	5
Number Scoring 55–100	108	158	126	7	8	5
Number Scoring 65–100	106	158	123	7	8	4
Number Scoring 85–100	30	74	58	0	3	0
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	100%	98%	100%	100%	80%
Percentage of Tested Scoring 85–100	28%	47%	46%	0%	38%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	132	123	106	5	4	1
Number Scoring 55–100	131	115	106	5	#	#
Number Scoring 65–100	130	111	102	5	#	#
Number Scoring 85–100	68	63	62	2	#	#
Percentage of Tested Scoring 55–100	99%	93%	100%	100%	#	#
Percentage of Tested Scoring 65–100	98%	90%	96%	100%	#	#
Percentage of Tested Scoring 85–100	52%	51%	58%	40%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		59	102		2	6
Number Scoring 55–100		59	100		#	6
Number Scoring 65–100		57	89		#	6
Number Scoring 85–100		22	17		#	1
Percentage of Tested Scoring 55–100		100%	98%		#	100%
Percentage of Tested Scoring 65–100		97%	87%		#	100%
Percentage of Tested Scoring 85–100		37%	17%		#	17%
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	27	28	34	1	1	0
Number Scoring 55–100	27	28	34	#	#	0
Number Scoring 65–100	27	27	34	#	#	0
Number Scoring 85–100	13	12	24	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	96%	100%	#	#	0%
Percentage of Tested Scoring 85–100	48%	43%	71%	#	#	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	26	25	25	0	0	1
Number Scoring 55–100	26	25	25	0	0	#
Number Scoring 65–100	26	25	25	0	0	#
Number Scoring 85–100	19	16	11	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	73%	64%	44%	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	28	27	44	0	2	0
Number Scoring 55–100	28	27	44	0	#	0
Number Scoring 65–100	28	27	44	0	#	0
Number Scoring 85–100	15	21	29	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	54%	78%	66%	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	136	156	38	5	8	2
Number Scoring 55–100	116	131	29	4	8	#
Number Scoring 65–100	95	114	27	3	5	#
Number Scoring 85–100	33	30	11	0	0	#
Percentage of Tested Scoring 55–100	85%	84%	76%	80%	100%	#
Percentage of Tested Scoring 65–100	70%	73%	71%	60%	62%	#
Percentage of Tested Scoring 85–100	24%	19%	29%	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	99	78	112	2	2	5
Number Scoring 55–100	94	76	99	#	#	5
Number Scoring 65–100	89	71	84	#	#	4
Number Scoring 85–100	49	40	24	#	#	0
Percentage of Tested Scoring 55–100	95%	97%	88%	#	#	100%
Percentage of Tested Scoring 65–100	90%	91%	75%	#	#	80%
Percentage of Tested Scoring 85–100	49%	51%	21%	#	#	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	27	100%	36	100%	37	100%
Students with Disabilities	0	0%	4	#	6	67%

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	124	2%	34%	52%	13%
	Students with Disabilities	16	6%	56%	38%	0%
	All Students	140	2%	36%	50%	11%

(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	104	104	104	18	18	18	122	122	122
Number Scoring 55–64	4	9	1	0	1	0	4	10	1
Number Scoring 65–84	50	60	52	4	5	3	54	65	55
Number Scoring 85–100	41	25	43	3	1	3	44	26	46
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)