

New York State District Report Card Comprehensive Information Report

BEDS Code: 03-15-02-06-0000
 Name: Johnson City Central School District
 Superintendent: Lawrence A. Rowe

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	181	175	197
First	171	194	158
Second	169	165	194
Third	191	170	173
Fourth	183	204	173
Fifth	201	186	209
Sixth	205	204	191
Ungraded Elementary	0	0	0
Seventh	191	202	216
Eighth	241	193	206
Ninth	200	254	205
Tenth	233	187	250
Eleventh	205	223	189
Twelfth	184	193	220
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2555	2550	2581

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	158	6.2%	183	7.2%	182	7.1%
Black (Not Hispanic)	187	7.3%	184	7.2%	221	8.6%
Hispanic	60	2.3%	74	2.9%	84	3.3%
White (Not Hispanic)	2150	84.1%	2109	82.7%	2094	81.1%

Average Class Size

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

(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
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	124	4.9%	96	3.8%	80	3.1%
Eligible for Free Lunch	654	25.6%	691	27.1%	607	23.5%

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		94.6%		94.5%		94.1%
Student Suspensions	207	8.0%	167	6.5%	197	7.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.5%	8.0%	7.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	216
Total Other Professional Staff	37
Total Paraprofessionals	162
Teaching Out of Certification*	3

*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	142	97	68%	162	116	72%	197	164	83%
Students with Disabilities	14	5	36%	15	3	20%	23	4	17%
All Students	156	102	65%	177	119	67%	220	168	76%

*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	89	90	0	11	21	9
Percent	40%	41%	0%	5%	10%	4%

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)
23	4	10	33

*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	18		27		10	1.3%
	Entered GED Program*	1		3		8	1.1%
	Total Noncompleters	19		30		18	2.4%
Students with Disabilities	Dropped Out	16		9		4	2.1%
	Entered GED Program*	0		0		2	1.1%
	Total Noncompleters	16		9		6	3.2%
All Students	Dropped Out	34	4.1%	36	4.2%	14	1.5%
	Entered GED Program*	1	0.1%	3	0.4%	10	1.1%
	Total Noncompleters	35	4.3%	39	4.6%	24	2.5%

*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	0	169	0
	Number of Students with Disabilities	0	31	0
	Number of All Students	0	200	0
	Percent of Enrollment	0%	33%	0%
9-12	Number of General-Education Students	0	175	311
	Number of Students with Disabilities	0	25	63
	Number of All Students	0	200	374
	Percent of Enrollment	0%	23%	43%

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; completer 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%	0	0%	19	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	32	100%	19	100%	29	100%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	4	#	2	#
Science	3	#	2	#	3	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	4	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	80%	17	88%	2	#
Science	11	82%	10	60%	5	100%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	9	78%	13	69%	9	89%
U.S. Hist & Gov't	2	#	1	#	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	181	204	167	20	21	23
Number Scoring 55-100	179	202	165	20	20	22
Number Scoring 65-100	170	198	156	17	19	19
Number Scoring 85-100	87	90	79	1	0	1
Percentage of Tested Scoring 55-100	99%	99%	99%	100%	95%	96%
Percentage of Tested Scoring 65-100	94%	97%	93%	85%	90%	83%
Percentage of Tested Scoring 85-100	48%	44%	47%	5%	0%	4%
Mathematics A						
Number Tested	0	216	145	0	23	7
Number Scoring 55-100	0	191	144	0	16	6
Number Scoring 65-100	0	176	140	0	14	5
Number Scoring 85-100	0	47	53	0	4	0
Percentage of Tested Scoring 55-100	0%	88%	99%	0%	70%	86%
Percentage of Tested Scoring 65-100	0%	81%	97%	0%	61%	71%
Percentage of Tested Scoring 85-100	0%	22%	37%	0%	17%	0%
Mathematics B						
Number Tested	0	0	125	0	0	4
Number Scoring 55-100	0	0	100	0	0	#
Number Scoring 65-100	0	0	86	0	0	#
Number Scoring 85-100	0	0	19	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	80%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	69%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	15%	0%	0%	#
Global History and Geography						
Number Tested	214	189	232	25	21	22
Number Scoring 55-100	202	160	211	20	15	18
Number Scoring 65-100	189	143	183	15	10	10
Number Scoring 85-100	51	58	73	0	4	0
Percentage of Tested Scoring 55-100	94%	85%	91%	80%	71%	82%
Percentage of Tested Scoring 65-100	88%	76%	79%	60%	48%	45%
Percentage of Tested Scoring 85-100	24%	31%	31%	0%	19%	0%
U.S. History and Government						
Number Tested	193	224	156	23	23	19
Number Scoring 55-100	185	222	153	22	23	18
Number Scoring 65-100	165	212	147	17	23	15
Number Scoring 85-100	43	108	80	1	5	5
Percentage of Tested Scoring 55-100	96%	99%	98%	96%	100%	95%
Percentage of Tested Scoring 65-100	85%	95%	94%	74%	100%	79%
Percentage of Tested Scoring 85-100	22%	48%	51%	4%	22%	26%

(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	195	182	262	24	13	20
Number Scoring 55-100	194	174	260	24	10	20
Number Scoring 65-100	188	169	246	23	10	16
Number Scoring 85-100	49	67	104	0	3	0
Percentage of Tested Scoring 55-100	99%	96%	99%	100%	77%	100%
Percentage of Tested Scoring 65-100	96%	93%	94%	96%	77%	80%
Percentage of Tested Scoring 85-100	25%	37%	40%	0%	23%	0%
Physical Setting/Earth Science						
Number Tested	176	211	134	10	15	18
Number Scoring 55-100	169	194	123	10	10	14
Number Scoring 65-100	160	186	108	9	8	9
Number Scoring 85-100	60	67	32	2	1	3
Percentage of Tested Scoring 55-100	96%	92%	92%	100%	67%	78%
Percentage of Tested Scoring 65-100	91%	88%	81%	90%	53%	50%
Percentage of Tested Scoring 85-100	34%	32%	24%	20%	7%	17%
Physical Setting/Chemistry						
Number Tested	113	141	135	2	2	4
Number Scoring 55-100	110	135	122	#	#	#
Number Scoring 65-100	81	103	96	#	#	#
Number Scoring 85-100	16	15	23	#	#	#
Percentage of Tested Scoring 55-100	97%	96%	90%	#	#	#
Percentage of Tested Scoring 65-100	72%	73%	71%	#	#	#
Percentage of Tested Scoring 85-100	14%	11%	17%	#	#	#
Physical Setting/Physics						
Number Tested			45			0
Number Scoring 55-100			43			0
Number Scoring 65-100			36			0
Number Scoring 85-100			10			0
Percentage of Tested Scoring 55-100			96%			0%
Percentage of Tested Scoring 65-100			80%			0%
Percentage of Tested Scoring 85-100			22%			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	22	23	19	0	0	1
Number Scoring 55-100	22	23	19	0	0	#
Number Scoring 65-100	22	23	17	0	0	#
Number Scoring 85-100	12	13	5	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	89%	0%	0%	#
Percentage of Tested Scoring 85-100	55%	57%	26%	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	63	0	0	0
Number Scoring 55-100	76	76	63	0	0	0
Number Scoring 65-100	75	76	63	0	0	0
Number Scoring 85-100	57	51	47	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	99%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	75%	67%	75%	0%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	126	150	35	2	4	4
Number Scoring 55-100	116	119	24	#	#	#
Number Scoring 65-100	107	102	21	#	#	#
Number Scoring 85-100	55	36	1	#	#	#
Percentage of Tested Scoring 55-100	92%	79%	69%	#	#	#
Percentage of Tested Scoring 65-100	85%	68%	60%	#	#	#
Percentage of Tested Scoring 85-100	44%	24%	3%	#	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	97	99%	78	94%	33	97%
Students with Disabilities	17	76%	24	79%	3	#

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	173	5%	11%	55%	29%
	Students with Disabilities	29	14%	17%	59%	10%
	All Students	202	6%	12%	55%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	174	0%	28%	59%	13%
	Students with Disabilities	37	8%	59%	32%	0%
	All Students	211	1%	34%	55%	10%

(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	5	0	0	1	0	4
Middle Level						
Social Studies	4	0	#	#	#	#
Secondary Level						
English Language Arts	7	0	0	0	2	5
Social Studies	8	0	0	1	3	4
Mathematics	7	1	0	3	1	3
Science	4	1	#	#	#	#

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	189	189	189	42	42	42	231	231	231
Number Scoring 55–64	4	1	2	4	1	1	8	2	3
Number Scoring 65–84	121	68	95	11	16	14	132	84	109
Number Scoring 85–100	50	103	85	0	4	3	50	107	88
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			35			0
Beginning (0-18)			0			0
Intermediate (19-31)			5			0
Advanced (32-36)			21			0
Proficient (37-39)			9			0
Reading and Writing (Grade K-1)						
Number Tested			35			0
Beginning (0-14)			6			0
Intermediate (15-24)			7			0
Advanced (25-32)			16			0
Proficient (33-35)			6			0
Listening and Speaking (Grade 2-4)						
Number Tested			34			0
Beginning (0-18)			1			0
Intermediate (19-31)			5			0
Advanced (32-36)			13			0
Proficient (37-39)			15			0
Reading and Writing (Grade 2-4)						
Number Tested			34			0
Beginning (0-14)			5			0
Intermediate (15-24)			10			0
Advanced (25-32)			12			0
Proficient (33-35)			7			0
Listening and Speaking (Grade 5-6)						
Number Tested			22			2
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			1			#
Proficient (37-39)			20			#
Reading and Writing (Grade 5-6)						
Number Tested			22			2
Beginning (0-14)			1			#
Intermediate (15-24)			3			#
Advanced (25-32)			14			#
Proficient (33-35)			4			#

*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)

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 7-8)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			4			0
Proficient (37-39)			3			0
Reading and Writing (Grade 9-12)						
Number Tested			8			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			5			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 - L)