

# New York State School Report Card Comprehensive Information Report

BEDS Code: 22-01-01-04-0002  
 Name: South Jefferson High School  
 Principal: Mary-Margaret Zehr

Grade Range : 7-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	167	185
Eighth	169	165	155
Ninth	156	171	183
Tenth	170	155	152
Eleventh	111	166	147
Twelfth	145	138	155
Ungraded Secondary	87	6	18
Total K-12 Enrollment	1000	968	995

## 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	12	1.2%	5	0.5%	2	0.2%
Black (Not Hispanic)	4	0.4%	8	0.8%	10	1.0%
Hispanic	6	0.6%	5	0.5%	6	0.6%
White (Not Hispanic)	978	97.8%	950	98.1%	977	98.2%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	0	20
Mathematics Grade 8	22	20	20
Science Grade 8	21	22	20
Social Studies Grade 8	22	19	20
English Grade 10	17	20	22
Mathematics Grade 10	24	22	19
Science Grade 10	22	23	22
Social Studies Grade 10	23	19	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
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**

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	170	17.0%	147	15.2%	180	18.1%

**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		95.0%		95.0%		95.8%
Student Suspensions	86	8.4%	88	8.8%	76	7.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.4%	8.7%	8.1%
Public Assistance	21-30%	31-40%	31-40%
Student Stability	99%	85%	99%

**Staff Counts**

Staff	2003-04
Total Teachers	69
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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	121	#	#	93	52	56%	136	98	72%
Students with Disabilities	2	#	#	6	3	50%	8	4	50%
All Students	123	79	64%	99	55	56%	144	102	71%

\*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	52	73	3	4	12	0
Percent	36%	51%	2%	3%	8%	0%

## 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)
8	4	5	13

\*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	#		16		4	0.7%
	Entered GED Program*	#		0		0	0.0%
	Total Noncompleters	#		16		4	0.7%
Students with Disabilities	Dropped Out	#		6		5	6.2%
	Entered GED Program*	#		1		1	1.2%
	Total Noncompleters	#		7		6	7.4%
All Students	Dropped Out	23	3.6%	22	3.5%	9	1.4%
	Entered GED Program*	2	0.3%	1	0.2%	1	0.2%
	Total Noncompleters	25	3.9%	23	3.6%	10	1.6%

\*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	0	0
	Number of Students with Disabilities	0	0	25
	Number of All Students	0	0	25
	Percent of Enrollment	0%	0%	7%
9-12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	37
	Number of All Students	0	0	37
	Percent of Enrollment	0%	0%	6%

## 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	51	90%	48	94%	33	100%
German	37	92%	35	94%	30	67%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	48	77%	42	98%	48	85%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	3	#	3	#
German	2	#	1	#	1	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	4	#	3	#

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	4	#	12	100%
Science	3	#	2	#	9	89%
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	2	#
Global Studies	1	#	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	108	157	132	6	10	4
Number Scoring 55-100	107	154	131	6	10	#
Number Scoring 65-100	92	144	125	5	7	#
Number Scoring 85-100	40	61	65	1	1	#
Percentage of Tested Scoring 55-100	99%	98%	99%	100%	100%	#
Percentage of Tested Scoring 65-100	85%	92%	95%	83%	70%	#
Percentage of Tested Scoring 85-100	37%	39%	49%	17%	10%	#
<b>Mathematics A</b>						
Number Tested	38	134	149	4	4	14
Number Scoring 55-100	26	123	147	#	#	14
Number Scoring 65-100	8	112	132	#	#	7
Number Scoring 85-100	0	25	45	#	#	0
Percentage of Tested Scoring 55-100	68%	92%	99%	#	#	100%
Percentage of Tested Scoring 65-100	21%	84%	89%	#	#	50%
Percentage of Tested Scoring 85-100	0%	19%	30%	#	#	0%
<b>Mathematics B</b>						
Number Tested	0	0	86	0	0	0
Number Scoring 55-100	0	0	71	0	0	0
Number Scoring 65-100	0	0	58	0	0	0
Number Scoring 85-100	0	0	16	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	83%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	67%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	19%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	160	153	155	10	8	14
Number Scoring 55-100	158	140	135	9	4	11
Number Scoring 65-100	147	127	113	8	4	8
Number Scoring 85-100	57	38	39	0	0	0
Percentage of Tested Scoring 55-100	99%	92%	87%	90%	50%	79%
Percentage of Tested Scoring 65-100	92%	83%	73%	80%	50%	57%
Percentage of Tested Scoring 85-100	36%	25%	25%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	117	156	125	7	9	3
Number Scoring 55-100	113	155	122	7	9	#
Number Scoring 65-100	100	149	113	5	8	#
Number Scoring 85-100	29	88	72	0	4	#
Percentage of Tested Scoring 55-100	97%	99%	98%	100%	100%	#
Percentage of Tested Scoring 65-100	85%	96%	90%	71%	89%	#
Percentage of Tested Scoring 85-100	25%	56%	58%	0%	44%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	158	126	141	8	5	13
Number Scoring 55-100	158	126	139	8	5	13
Number Scoring 65-100	158	123	135	8	4	12
Number Scoring 85-100	74	58	52	3	0	2
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	98%	96%	100%	80%	92%
Percentage of Tested Scoring 85-100	47%	46%	37%	38%	0%	15%
<b>Physical Setting/Earth Science</b>						
Number Tested	123	106	117	4	1	4
Number Scoring 55-100	115	106	117	#	#	#
Number Scoring 65-100	111	102	110	#	#	#
Number Scoring 85-100	63	62	45	#	#	#
Percentage of Tested Scoring 55-100	93%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	90%	96%	94%	#	#	#
Percentage of Tested Scoring 85-100	51%	58%	38%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	59	102	103	2	6	0
Number Scoring 55-100	59	100	99	#	6	0
Number Scoring 65-100	57	89	88	#	6	0
Number Scoring 85-100	22	17	18	#	1	0
Percentage of Tested Scoring 55-100	100%	98%	96%	#	100%	0%
Percentage of Tested Scoring 65-100	97%	87%	85%	#	100%	0%
Percentage of Tested Scoring 85-100	37%	17%	17%	#	17%	0%
<b>Physical Setting/Physics</b>						
Number Tested			50			1
Number Scoring 55-100			50			#
Number Scoring 65-100			50			#
Number Scoring 85-100			27			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			100%			#
Percentage of Tested Scoring 85-100			54%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	28	34	36	1	0	0
Number Scoring 55-100	28	34	36	#	0	0
Number Scoring 65-100	27	34	36	#	0	0
Number Scoring 85-100	12	24	28	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	96%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	43%	71%	78%	#	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
Number Tested	25	25	17	0	1	0
Number Scoring 55-100	25	25	17	0	#	0
Number Scoring 65-100	25	25	17	0	#	0
Number Scoring 85-100	16	11	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	64%	44%	65%	0%	#	0%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	27	44	27	2	0	0
Number Scoring 55-100	27	44	27	#	0	0
Number Scoring 65-100	27	44	27	#	0	0
Number Scoring 85-100	21	29	16	#	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	78%	66%	59%	#	0%	0%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	78	112	20	2	5	1
Number Scoring 55-100	76	99	14	#	5	#
Number Scoring 65-100	71	84	10	#	4	#
Number Scoring 85-100	40	24	0	#	0	#
Percentage of Tested Scoring 55-100	97%	88%	70%	#	100%	#
Percentage of Tested Scoring 65-100	91%	75%	50%	#	80%	#
Percentage of Tested Scoring 85-100	51%	21%	0%	#	0%	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	36	100%	37	100%	35	100%
Students with Disabilities	4	#	6	67%	4	#

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
<b>Nov 2003</b>	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
<b>June 2004</b>	General-Education Students	118	1%	36%	53%	10%
	Students with Disabilities	37	27%	57%	14%	3%
	All Students	155	7%	41%	43%	8%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	137	137	137	14	14	14	151	151	151
Number Scoring 55–64	2	4	0	0	1	0	2	5	0
Number Scoring 65–84	76	49	58	8	3	5	84	52	63
Number Scoring 85–100	52	78	75	0	4	4	52	82	79
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)