

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 57-27-02-04-0000  
 Name: Jasper-Troupsburg Central School District  
 Superintendent: Chad C. Groff

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	22	38	41
Kindergarten	54	46	58
First	35	45	47
Second	53	40	44
Third	42	49	39
Fourth	43	41	48
Fifth	39	46	41
Sixth	53	42	45
Ungraded Elementary	16	19	16
Seventh	40	53	47
Eighth	43	44	46
Ninth	37	49	36
Tenth	36	45	44
Eleventh	25	35	43
Twelfth	38	27	37
Ungraded Secondary	22	2	32
Total K-12 Enrollment	576	583	623

### 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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	0	0.0%	0	0.0%	1	0.2%
Hispanic	1	0.2%	0	0.0%	0	0.0%
White (Not Hispanic)	575	99.8%	583	100.0%	622	99.8%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	27	23	19
Common Branch	20	20	22
English Grade 8	11	12	36
Mathematics Grade 8	13	13	14
Science Grade 8	15	13	0
Social Studies Grade 8	16	15	14
English Grade 10	13	14	15
Mathematics Grade 10	10	17	11
Science Grade 10	13	13	16
Social Studies Grade 10	13	14	12

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	174	30.2%	151	25.9%	181	29.1%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		96.3%		95.6%		96.6%
<b>Student Suspensions</b>	3	0.5%	3	0.5%	1	0.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	11.8%	8.9%	10.6%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	55
Total Other Professional Staff	9
Total Paraprofessionals	15
Teaching Out of Certification*	2

\*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	39	25	64%	21	15	71%	31	24	77%
Students with Disabilities	0	0	0%	3	1	33%	3	0	0%
All Students	39	25	64%	24	16	67%	34	24	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	11	14	3	1	5	0
Percent	32%	41%	9%	3%	15%	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)
3	0	2	5

\*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	7		5		1	0.7%
	Entered GED Program*	1		1		0	0.0%
	Total Noncompleters	8		6		1	0.7%
Students with Disabilities	Dropped Out	0		1		1	3.2%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		1	3.2%
All Students	Dropped Out	7	4.7%	6	3.8%	2	1.1%
	Entered GED Program*	1	0.7%	1	0.6%	0	0.0%
	Total Noncompleters	8	5.3%	7	4.5%	2	1.1%

\*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	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	30	0
	Number of Students with Disabilities	0	5	0
	Number of All Students	0	35	0
	Percent of Enrollment	0%	22%	0%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	1		
Completed and Passed Regents Exams	1	100%	77%
Completed and had Course Average of 75% or More	1	100%	81%
Completed and Attained a HS Diploma or Equivalent	1	100%	96%
Completed and Whose Status is Known	1		
Completed and Were Successfully Placed	1	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	3	100%	30%
Underrepresented Gender Members Who Completed	0	.	19%

Enrollment data are for the 2003-2004 school year; completion 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	16	100%	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	23	100%	0	0%	0	0%

## 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	8	100%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	2	#	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	0	0%	9	56%	1	#
Science	0	0%	6	83%	2	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	1	#	3	#
Global Studies	0	0%	6	67%	2	#
U.S. Hist & Gov't	0	0%	1	#	3	#

(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	28	37	42	0	2	6
Number Scoring 55–100	27	36	40	0	#	5
Number Scoring 65–100	25	33	37	0	#	3
Number Scoring 85–100	14	14	21	0	#	0
Percentage of Tested Scoring 55–100	96%	97%	95%	0%	#	83%
Percentage of Tested Scoring 65–100	89%	89%	88%	0%	#	50%
Percentage of Tested Scoring 85–100	50%	38%	50%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	33	45	40	0	4	3
Number Scoring 55–100	27	42	40	0	#	#
Number Scoring 65–100	23	38	39	0	#	#
Number Scoring 85–100	9	13	17	0	#	#
Percentage of Tested Scoring 55–100	82%	93%	100%	0%	#	#
Percentage of Tested Scoring 65–100	70%	84%	97%	0%	#	#
Percentage of Tested Scoring 85–100	27%	29%	42%	0%	#	#
<b>Mathematics B</b>						
Number Tested	0	19	26	0	1	1
Number Scoring 55–100	0	14	22	0	#	#
Number Scoring 65–100	0	10	17	0	#	#
Number Scoring 85–100	0	3	7	0	#	#
Percentage of Tested Scoring 55–100	0%	74%	85%	0%	#	#
Percentage of Tested Scoring 65–100	0%	53%	65%	0%	#	#
Percentage of Tested Scoring 85–100	0%	16%	27%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	35	44	47	0	8	7
Number Scoring 55–100	32	40	45	0	4	5
Number Scoring 65–100	29	39	36	0	4	2
Number Scoring 85–100	4	14	13	0	0	0
Percentage of Tested Scoring 55–100	91%	91%	96%	0%	50%	71%
Percentage of Tested Scoring 65–100	83%	89%	77%	0%	50%	29%
Percentage of Tested Scoring 85–100	11%	32%	28%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	26	35	42	0	3	8
Number Scoring 55–100	26	34	40	0	#	6
Number Scoring 65–100	19	34	37	0	#	4
Number Scoring 85–100	7	18	17	0	#	2
Percentage of Tested Scoring 55–100	100%	97%	95%	0%	#	75%
Percentage of Tested Scoring 65–100	73%	97%	88%	0%	#	50%
Percentage of Tested Scoring 85–100	27%	51%	40%	0%	#	25%

(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	39	38	43	0	4	7
Number Scoring 55–100	39	38	43	0	#	7
Number Scoring 65–100	37	38	43	0	#	7
Number Scoring 85–100	7	16	19	0	#	1
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	100%
Percentage of Tested Scoring 65–100	95%	100%	100%	0%	#	100%
Percentage of Tested Scoring 85–100	18%	42%	44%	0%	#	14%
<b>Physical Setting/Earth Science</b>						
Number Tested	39	48	43	0	4	6
Number Scoring 55–100	39	47	42	0	#	6
Number Scoring 65–100	36	46	40	0	#	6
Number Scoring 85–100	11	21	14	0	#	0
Percentage of Tested Scoring 55–100	100%	98%	98%	0%	#	100%
Percentage of Tested Scoring 65–100	92%	96%	93%	0%	#	100%
Percentage of Tested Scoring 85–100	28%	44%	33%	0%	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	17	28	30	0	1	0
Number Scoring 55–100	17	28	29	0	#	0
Number Scoring 65–100	15	23	26	0	#	0
Number Scoring 85–100	1	1	7	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	#	0%
Percentage of Tested Scoring 65–100	88%	82%	87%	0%	#	0%
Percentage of Tested Scoring 85–100	6%	4%	23%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			5			0
Number Scoring 55–100			5			0
Number Scoring 65–100			5			0
Number Scoring 85–100			1			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			20%			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
<b>Comprehensive French</b>						
Number Tested	9	10	8	0	0	0
Number Scoring 55–100	9	10	8	0	0	0
Number Scoring 65–100	9	10	8	0	0	0
Number Scoring 85–100	0	6	4	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	0%	60%	50%	0%	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	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 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	18	19	19	0	0	0
Number Scoring 55–100	18	19	19	0	0	0
Number Scoring 65–100	18	19	18	0	0	0
Number Scoring 85–100	7	13	10	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	39%	68%	53%	0%	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	20	6	0	0	1	0
Number Scoring 55–100	20	5	0	0	#	0
Number Scoring 65–100	19	4	0	0	#	0
Number Scoring 85–100	8	1	0	0	#	0
Percentage of Tested Scoring 55–100	100%	83%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	95%	67%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	40%	17%	0%	0%	#	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	18	89%	6	100%	3	#
Students with Disabilities	0	0%	11	91%	0	0%

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	38	0%	3%	47%	50%
	Students with Disabilities	6	0%	33%	67%	0%
	All Students	44	0%	7%	50%	43%

## 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	41	0%	51%	41%	7%
	Students with Disabilities	12	8%	75%	17%	0%
	All Students	53	2%	57%	36%	6%

(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	30	30	30	6	6	6	36	36	36
Number Scoring 55–64	0	0	0	0	0	1	0	0	1
Number Scoring 65–84	26	14	18	2	2	4	28	16	22
Number Scoring 85–100	4	16	12	0	1	0	4	17	12
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)