

New York State School Report Card Comprehensive Information Report

BEDS Code: 17-06-00-01-0006
 Name: Johnstown Senior High School
 Principal: Michael Beatty

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	0	0	0
Eighth	0	0	0
Ninth	192	181	176
Tenth	167	184	159
Eleventh	136	136	147
Twelfth	140	154	138
Ungraded Secondary	80	38	33
Total K-12 Enrollment	715	693	653

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	0.4%	5	0.7%	3	0.5%
Black (Not Hispanic)	3	0.4%	3	0.4%	4	0.6%
Hispanic	9	1.3%	8	1.2%	8	1.2%
White (Not Hispanic)	700	97.9%	677	97.7%	638	97.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	21	22	18
Mathematics Grade 10	20	26	21
Science Grade 10	23	24	24
Social Studies Grade 10	22	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
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.1%	1	0.2%
Eligible for Free Lunch	112	15.7%	107	15.4%	94	14.4%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.7%		92.4%		92.5%
Student Suspensions	54	7.2%	63	8.8%	39	5.6%

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

	2002-03	2003-04	2004-05
Reduced Lunch	8.3%	7.7%	9.7%
Public Assistance	11-20%	21-30%	41-50%
Student Stability	97%	88%	98%

Staff Counts

Staff	2004-05
Total Teachers	43
Total Other Professional Staff	5
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	118	129	119
	Regents Diplomas	85	102	106
	% Regents Diplomas	72%	79%	89%
	Regents Diplomas with Advanced Designation**			49
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	19	13	8
	Regents Diplomas	5	4	4
	% Regents Diplomas	26%	31%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	10	11	7
All Students	Total Graduates*	137	142	127
	Regents Diplomas	90	106	110
	% Regents Diplomas	66%	75%	87%
	Regents Diplomas with Advanced Designation**			49
	% Regents Diplomas with Advanced Designation			39%
	IEP Diplomas or Local Certificates	10	11	7

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	45	46	0	5	20	0	0	3
	Percent	38%	39%	0%	4%	17%	0%	0%	3%
Students with Disabilities	Number	1	5	0	1	1	0	0	0
	Percent	12%	62%	0%	12%	12%	0%	0%	0%
All Students	Number	46	51	0	6	21	0	0	3
	Percent	36%	40%	0%	5%	17%	0%	0%	2%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	19		20	3.4%	10	1.7%
	Entered GED Program*	4		2	0.3%	8	1.4%
	Total Noncompleters	23		22	3.7%	18	3.1%
Students with Disabilities	Dropped Out	4		3	3.1%	9	10.2%
	Entered GED Program*	2		4	4.1%	2	2.3%
	Total Noncompleters	6		7	7.2%	11	12.5%
All Students	Dropped Out	23	3.2%	23	3.3%	19	2.8%
	Entered GED Program*	6	0.8%	6	0.9%	10	1.5%
	Total Noncompleters	29	4.1%	29	4.2%	29	4.3%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	526	0	168
	Number of Students with Disabilities	74	0	19
	Number of All Students	600	0	187
	Percent of Enrollment	84%	0%	29%

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	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	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	89%	3	#	0	0%
Science	5	100%	1	#	1	#
Reading	6	100%	0	0%	1	#
Writing	0	0%	2	#	1	#
Global Studies	5	0%	4	#	1	#
U.S. Hist & Gov't	8	100%	3	#	6	83%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	146	145	156	13	8	14
Number Scoring 55-100	142	143	153	12	8	13
Number Scoring 65-100	129	130	142	10	4	12
Number Scoring 85-100	48	52	52	0	0	0
Percentage of Tested Scoring 55-100	97%	99%	98%	92%	100%	93%
Percentage of Tested Scoring 65-100	88%	90%	91%	77%	50%	86%
Percentage of Tested Scoring 85-100	33%	36%	33%	0%	0%	0%
Mathematics A						
Number Tested	163	162	153	10	8	9
Number Scoring 55-100	144	161	153	6	7	9
Number Scoring 65-100	134	154	142	5	5	5
Number Scoring 85-100	48	89	80	1	3	1
Percentage of Tested Scoring 55-100	88%	99%	100%	60%	88%	100%
Percentage of Tested Scoring 65-100	82%	95%	93%	50%	62%	56%
Percentage of Tested Scoring 85-100	29%	55%	52%	10%	38%	11%
Mathematics B						
Number Tested	0	66	89	0	1	2
Number Scoring 55-100	0	57	71	0	#	#
Number Scoring 65-100	0	46	55	0	#	#
Number Scoring 85-100	0	19	19	0	#	#
Percentage of Tested Scoring 55-100	0%	86%	80%	0%	#	#
Percentage of Tested Scoring 65-100	0%	70%	62%	0%	#	#
Percentage of Tested Scoring 85-100	0%	29%	21%	0%	#	#
Global History and Geography						
Number Tested	150	199	171	12	18	15
Number Scoring 55-100	127	185	140	7	13	11
Number Scoring 65-100	112	148	104	5	6	3
Number Scoring 85-100	49	46	32	0	0	0
Percentage of Tested Scoring 55-100	85%	93%	82%	58%	72%	73%
Percentage of Tested Scoring 65-100	75%	74%	61%	42%	33%	20%
Percentage of Tested Scoring 85-100	33%	23%	19%	0%	0%	0%
U.S. History and Government						
Number Tested	141	135	158	15	9	13
Number Scoring 55-100	140	128	146	15	5	9
Number Scoring 65-100	136	124	130	15	5	8
Number Scoring 85-100	79	77	80	3	3	1
Percentage of Tested Scoring 55-100	99%	95%	92%	100%	56%	69%
Percentage of Tested Scoring 65-100	96%	92%	82%	100%	56%	62%
Percentage of Tested Scoring 85-100	56%	57%	51%	20%	33%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	128	183	147	10	16	15
Number Scoring 55-100	124	180	141	9	14	11
Number Scoring 65-100	115	171	124	7	11	5
Number Scoring 85-100	38	42	34	1	0	0
Percentage of Tested Scoring 55-100	97%	98%	96%	90%	88%	73%
Percentage of Tested Scoring 65-100	90%	93%	84%	70%	69%	33%
Percentage of Tested Scoring 85-100	30%	23%	23%	10%	0%	0%
Physical Setting/Earth Science						
Number Tested	142	122	140	8	10	10
Number Scoring 55-100	137	119	136	6	8	10
Number Scoring 65-100	128	105	130	4	5	9
Number Scoring 85-100	64	36	74	0	0	1
Percentage of Tested Scoring 55-100	96%	98%	97%	75%	80%	100%
Percentage of Tested Scoring 65-100	90%	86%	93%	50%	50%	90%
Percentage of Tested Scoring 85-100	45%	30%	53%	0%	0%	10%
Physical Setting/Chemistry						
Number Tested	78	76	79	1	2	0
Number Scoring 55-100	77	76	76	#	#	0
Number Scoring 65-100	64	69	66	#	#	0
Number Scoring 85-100	8	15	12	#	#	0
Percentage of Tested Scoring 55-100	99%	100%	96%	#	#	0%
Percentage of Tested Scoring 65-100	82%	91%	84%	#	#	0%
Percentage of Tested Scoring 85-100	10%	20%	15%	#	#	0%
Physical Setting/Physics						
Number Tested		28	26		1	1
Number Scoring 55-100		28	25		#	#
Number Scoring 65-100		27	24		#	#
Number Scoring 85-100		9	7		#	#
Percentage of Tested Scoring 55-100		100%	96%		#	#
Percentage of Tested Scoring 65-100		96%	92%		#	#
Percentage of Tested Scoring 85-100		32%	27%		#	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	26	25	22	0	0	0
Number Scoring 55-100	26	24	22	0	0	0
Number Scoring 65-100	26	24	22	0	0	0
Number Scoring 85-100	18	15	16	0	0	0
Percentage of Tested Scoring 55-100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	69%	60%	73%	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	54	68	65	2	1	1
Number Scoring 55-100	54	66	64	#	#	#
Number Scoring 65-100	53	64	61	#	#	#
Number Scoring 85-100	28	33	36	#	#	#
Percentage of Tested Scoring 55-100	100%	97%	98%	#	#	#
Percentage of Tested Scoring 65-100	98%	94%	94%	#	#	#
Percentage of Tested Scoring 85-100	52%	49%	55%	#	#	#
Comprehensive Latin						
Number Tested	15	14	0	1	0	0
Number Scoring 55-100	15	14	0	#	0	0
Number Scoring 65-100	15	14	0	#	0	0
Number Scoring 85-100	5	9	0	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	33%	64%	0%	#	0%	0%

(Form – H)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	130	130	130	20	20	20	150	150	150
Number Scoring 55–64	12	9	3	2	0	0	14	9	3
Number Scoring 65–84	58	35	49	6	2	8	64	37	57
Number Scoring 85–100	45	70	74	0	3	2	45	73	76
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 9–12)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		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)