

New York State School Report Card Comprehensive Information Report

BEDS Code: 54-09-01-04-0001
 Name: Jefferson Central School
 Principal: John A. Righi

Grade Range : K-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	29	15	23
First	16	29	19
Second	17	18	30
Third	16	18	17
Fourth	26	17	20
Fifth	21	24	13
Sixth	21	20	28
Ungraded Elementary	0	0	0
Seventh	23	27	22
Eighth	20	19	21
Ninth	22	21	17
Tenth	26	20	18
Eleventh	29	23	18
Twelfth	29	27	23
Ungraded Secondary	0	0	0
Total K-12 Enrollment	295	278	269

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	4	1.4%	4	1.4%	4	1.5%
Black (Not Hispanic)	7	2.4%	7	2.5%	5	1.9%
Hispanic	1	0.3%	3	1.1%	0	0.0%
White (Not Hispanic)	283	95.9%	264	95.0%	260	96.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	15	15	23
Common Branch	19	19	19
English Grade 8	20	17	15
Mathematics Grade 8	17	17	17
Science Grade 8	20	17	21
Social Studies Grade 8	20	17	20
English Grade 10	12	11	9
Mathematics Grade 10	12	11	6
Science Grade 10	11	11	18
Social Studies Grade 10	13	21	19

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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%	0	0.0%	0	0.0%
Eligible for Free Lunch	90	30.5%	78	28.1%	88	32.7%

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		96.2%		96.2%		96.8%
Student Suspensions	8	2.8%	6	2.0%	8	2.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	14.9%	13.3%	10.4%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	97%	93%	91%

Staff Counts

Staff	2004-05
Total Teachers	30
Total Other Professional Staff	3
Total Paraprofessionals	NA
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	27	24	16
	Regents Diplomas	11	13	13
	% Regents Diplomas	41%	54%	81%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			6%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	1	2	3
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	33%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	0	2
All Students	Total Graduates*	28	26	19
	Regents Diplomas	11	13	14
	% Regents Diplomas	39%	50%	74%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			5%
	IEP Diplomas or Local Certificates	1	0	2

* 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	4	6	2	1	2	0	0	1
	Percent	25%	38%	12%	6%	12%	0%	0%	6%
Students with Disabilities	Number	1	2	0	0	0	0	0	0
	Percent	33%	67%	0%	0%	0%	0%	0%	0%
All Students	Number	5	8	2	1	2	0	0	1
	Percent	26%	42%	11%	5%	11%	0%	0%	5%

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	1		0	0.0%	1	1.4%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	1	1.4%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	0	0.0%
All Students	Dropped Out	1	0.9%	0	0.0%	1	1.3%
	Entered GED Program*	1	0.9%	0	0.0%	0	0.0%
	Total Noncompleters	2	1.9%	0	0.0%	1	1.3%

*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	18	23
	Number of Students with Disabilities	0	2	5
	Number of All Students	0	20	28
	Percent of Enrollment	0%	30%	39%
9-12	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%

(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	15	93%	16	100%	17	100%

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	4	#	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	1	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	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	2	#	0	0%	0	0%
Science	4	#	0	0%	0	0%
Reading	3	#	0	0%	0	0%
Writing	3	#	0	0%	0	0%
Global Studies	5	40%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(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	28	18	17	1	2	2
Number Scoring 55-100	27	18	17	#	#	#
Number Scoring 65-100	26	18	16	#	#	#
Number Scoring 85-100	13	6	5	#	#	#
Percentage of Tested Scoring 55-100	96%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	93%	100%	94%	#	#	#
Percentage of Tested Scoring 85-100	46%	33%	29%	#	#	#
Mathematics A						
Number Tested	22	17	20	3	1	2
Number Scoring 55-100	20	17	20	#	#	#
Number Scoring 65-100	19	16	18	#	#	#
Number Scoring 85-100	3	8	5	#	#	#
Percentage of Tested Scoring 55-100	91%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	86%	94%	90%	#	#	#
Percentage of Tested Scoring 85-100	14%	47%	25%	#	#	#
Mathematics B						
Number Tested	0	0	10	0	0	0
Number Scoring 55-100	0	0	10	0	0	0
Number Scoring 65-100	0	0	9	0	0	0
Number Scoring 85-100	0	0	3	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	30%	0%	0%	0%
Global History and Geography						
Number Tested	20	20	19	3	3	1
Number Scoring 55-100	19	20	19	#	#	#
Number Scoring 65-100	18	17	16	#	#	#
Number Scoring 85-100	4	8	4	#	#	#
Percentage of Tested Scoring 55-100	95%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	90%	85%	84%	#	#	#
Percentage of Tested Scoring 85-100	20%	40%	21%	#	#	#
U.S. History and Government						
Number Tested	25	19	17	0	2	2
Number Scoring 55-100	25	19	16	0	#	#
Number Scoring 65-100	24	19	13	0	#	#
Number Scoring 85-100	14	6	8	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	94%	0%	#	#
Percentage of Tested Scoring 65-100	96%	100%	76%	0%	#	#
Percentage of Tested Scoring 85-100	56%	32%	47%	0%	#	#

(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	21	18	18	2	2	1
Number Scoring 55-100	21	18	17	#	#	#
Number Scoring 65-100	21	18	17	#	#	#
Number Scoring 85-100	2	5	5	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	94%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	94%	#	#	#
Percentage of Tested Scoring 85-100	10%	28%	28%	#	#	#
Physical Setting/Earth Science						
Number Tested	22	19	17	4	2	0
Number Scoring 55-100	21	19	16	#	#	0
Number Scoring 65-100	19	16	13	#	#	0
Number Scoring 85-100	8	7	2	#	#	0
Percentage of Tested Scoring 55-100	95%	100%	94%	#	#	0%
Percentage of Tested Scoring 65-100	86%	84%	76%	#	#	0%
Percentage of Tested Scoring 85-100	36%	37%	12%	#	#	0%
Physical Setting/Chemistry						
Number Tested	18	0	7	0	0	0
Number Scoring 55-100	15	0	7	0	0	0
Number Scoring 65-100	9	0	7	0	0	0
Number Scoring 85-100	1	0	0	0	0	0
Percentage of Tested Scoring 55-100	83%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	50%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	6%	0%	0%	0%	0%	0%
Physical Setting/Physics						
Number Tested		0	1		0	0
Number Scoring 55-100		0	#		0	0
Number Scoring 65-100		0	#		0	0
Number Scoring 85-100		0	#		0	0
Percentage of Tested Scoring 55-100		0%	#		0%	0%
Percentage of Tested Scoring 65-100		0%	#		0%	0%
Percentage of Tested Scoring 85-100		0%	#		0%	0%

* 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	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 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	15	5	9	0	0	0
Number Scoring 55-100	15	5	9	0	0	0
Number Scoring 65-100	15	5	9	0	0	0
Number Scoring 85-100	9	1	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	60%	20%	44%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	13	0%	0%	62%	38%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	13	0%	0%	62%	38%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	18	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	21	0%	14%	67%	19%

(Form – I)

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	15	15	15	5	5	5	20	20	20
Number Scoring 55–64	0	0	0	1	0	0	1	0	0
Number Scoring 65–84	11	9	12	1	3	3	12	12	15
Number Scoring 85–100	4	6	3	1	0	0	5	6	3
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)