

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 63-06-01-04-0001  
 Name: Johnsbury Central School  
 Principal: Nadeen Allard

Grade Range : K-12

### Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	35	28	23
First	21	32	27
Second	34	24	31
Third	39	34	26
Fourth	31	40	30
Fifth	28	35	41
Sixth	37	29	37
Ungraded Elementary	3	3	3
Seventh	33	35	32
Eighth	30	36	38
Ninth	31	35	35
Tenth	37	31	36
Eleventh	34	37	29
Twelfth	25	33	37
Ungraded Secondary	6	9	8
Total K-12 Enrollment	424	441	433

### 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	0	0.0%	3	0.7%	3	0.7%
Black (Not Hispanic)	0	0.0%	1	0.2%	1	0.2%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	424	100.0%	437	99.1%	429	99.1%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	14	11
Common Branch	16	17	16
English Grade 8	14	12	15
Mathematics Grade 8	10	12	10
Science Grade 8	14	13	16
Social Studies Grade 8	14	13	16
English Grade 10	19	14	0
Mathematics Grade 10	0	0	0
Science Grade 10	19	14	18
Social Studies Grade 10	13	18	18

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

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

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.2%	2	0.5%	1	0.2%
<b>Eligible for Free Lunch</b>	94	22.2%	115	26.1%	114	26.3%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</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>		93.5%		94.6%		94.6%
<b>Student Suspensions</b>	31	7.2%	46	10.9%	46	10.4%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	8.5%	9.3%	10.2%
<b>Public Assistance</b>	21-30%	11-20%	11-20%
<b>Student Stability</b>	100%	97%	97%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	42
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	4

\*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*	20	30	27
	Regents Diplomas	13	14	22
	% Regents Diplomas	65%	47%	81%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	1	3	4
	Regents Diplomas	0	1	1
	% Regents Diplomas	0%	33%	25%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0
All Students	Total Graduates*	21	33	31
	Regents Diplomas	13	15	23
	% Regents Diplomas	62%	45%	74%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			26%
	IEP Diplomas or Local Certificates	0	0	0

\* 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	12	10	0	1	4	0	0	0
	Percent	44%	37%	0%	4%	15%	0%	0%	0%
Students with Disabilities	Number	0	2	0	0	2	0	0	0
	Percent	0%	50%	0%	0%	50%	0%	0%	0%
All Students	Number	12	12	0	1	6	0	0	0
	Percent	39%	39%	0%	3%	19%	0%	0%	0%

## 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	5		3	2.6%	4	3.7%
	Entered GED Program*	0		0	0.0%	1	0.9%
	Total Noncompleters	5		3	2.6%	5	4.6%
Students with Disabilities	Dropped Out	1		0	0.0%	4	12.9%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	4	12.9%
All Students	Dropped Out	6	4.6%	3	2.2%	8	5.7%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.7%
	Total Noncompleters	6	4.6%	3	2.2%	9	6.4%

\*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%	99%
2-3	0%	0%	99%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	Number of General-Education Students	0	0	71
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	71
	Percent of Enrollment	0%	0%	99%
<b>6-8</b>	Number of General-Education Students	87	0	185
	Number of Students with Disabilities	13	0	0
	Number of All Students	100	0	185
	Percent of Enrollment	98%	0%	168%
<b>9-12</b>	Number of General-Education Students	10	15	0
	Number of Students with Disabilities	2	5	11
	Number of All Students	12	20	11
	Percent of Enrollment	9%	14%	8%

(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	25	84%	23	78%	27	93%
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	0	0%	1	#	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	2	#
Science	0	0%	0	0%	3	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	33	37	27	2	3	5
Number Scoring 55-100	31	37	25	#	#	4
Number Scoring 65-100	29	35	23	#	#	2
Number Scoring 85-100	6	14	7	#	#	0
Percentage of Tested Scoring 55-100	94%	100%	93%	#	#	80%
Percentage of Tested Scoring 65-100	88%	95%	85%	#	#	40%
Percentage of Tested Scoring 85-100	18%	38%	26%	#	#	0%
<b>Mathematics A</b>						
Number Tested	41	25	37	5	2	6
Number Scoring 55-100	31	24	35	3	#	4
Number Scoring 65-100	25	20	34	3	#	4
Number Scoring 85-100	0	6	7	0	#	0
Percentage of Tested Scoring 55-100	76%	96%	95%	60%	#	67%
Percentage of Tested Scoring 65-100	61%	80%	92%	60%	#	67%
Percentage of Tested Scoring 85-100	0%	24%	19%	0%	#	0%
<b>Mathematics B</b>						
Number Tested	0	16	19	0	2	0
Number Scoring 55-100	0	7	19	0	#	0
Number Scoring 65-100	0	2	16	0	#	0
Number Scoring 85-100	0	0	7	0	#	0
Percentage of Tested Scoring 55-100	0%	44%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	12%	84%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	0%	37%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	41	44	36	3	6	5
Number Scoring 55-100	37	42	32	#	5	3
Number Scoring 65-100	27	30	30	#	4	3
Number Scoring 85-100	6	8	11	#	0	0
Percentage of Tested Scoring 55-100	90%	95%	89%	#	83%	60%
Percentage of Tested Scoring 65-100	66%	68%	83%	#	67%	60%
Percentage of Tested Scoring 85-100	15%	18%	31%	#	0%	0%
<b>U.S. History and Government</b>						
Number Tested	33	30	34	2	3	5
Number Scoring 55-100	33	27	27	#	#	3
Number Scoring 65-100	32	24	23	#	#	2
Number Scoring 85-100	11	12	13	#	#	1
Percentage of Tested Scoring 55-100	100%	90%	79%	#	#	60%
Percentage of Tested Scoring 65-100	97%	80%	68%	#	#	40%
Percentage of Tested Scoring 85-100	33%	40%	38%	#	#	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	35	29	32	4	3	6
Number Scoring 55-100	35	29	31	#	#	5
Number Scoring 65-100	33	28	29	#	#	4
Number Scoring 85-100	11	9	10	#	#	2
Percentage of Tested Scoring 55-100	100%	100%	97%	#	#	83%
Percentage of Tested Scoring 65-100	94%	97%	91%	#	#	67%
Percentage of Tested Scoring 85-100	31%	31%	31%	#	#	33%
<b>Physical Setting/Earth Science</b>						
Number Tested	30	40	34	6	6	8
Number Scoring 55-100	29	35	30	6	3	6
Number Scoring 65-100	23	26	24	5	1	4
Number Scoring 85-100	5	8	4	1	0	0
Percentage of Tested Scoring 55-100	97%	88%	88%	100%	50%	75%
Percentage of Tested Scoring 65-100	77%	65%	71%	83%	17%	50%
Percentage of Tested Scoring 85-100	17%	20%	12%	17%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	17	18	9	0	0	0
Number Scoring 55-100	16	18	8	0	0	0
Number Scoring 65-100	7	16	8	0	0	0
Number Scoring 85-100	3	4	1	0	0	0
Percentage of Tested Scoring 55-100	94%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 65-100	41%	89%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	18%	22%	11%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		0	8		0	0
Number Scoring 55-100		0	7		0	0
Number Scoring 65-100		0	7		0	0
Number Scoring 85-100		0	2		0	0
Percentage of Tested Scoring 55-100		0%	88%		0%	0%
Percentage of Tested Scoring 65-100		0%	88%		0%	0%
Percentage of Tested Scoring 85-100		0%	25%		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
<b>Comprehensive French</b>						
Number Tested	7	14	7	0	0	0
Number Scoring 55-100	7	14	7	0	0	0
Number Scoring 65-100	7	14	7	0	0	0
Number Scoring 85-100	6	12	5	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	86%	86%	71%	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	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 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)



## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	40	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	41	2%	0%	61%	37%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	29	0%	7%	83%	10%
	Students with Disabilities	8	0%	50%	50%	0%
	All Students	37	0%	16%	76%	8%

(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
<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

## 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	30	30	30	4	4	4	34	34	34
Number Scoring 55–64	#	#	#	#	#	#	4	4	0
Number Scoring 65–84	#	#	#	#	#	#	23	16	24
Number Scoring 85–100	#	#	#	#	#	#	5	12	8
Approved Alternatives	#	#	#	#	#	#	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
<b>Listening and Speaking (Grade K–1)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade K–1)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Listening and Speaking (Grade 2–4)</b>						
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
<b>Reading and Writing (Grade 2–4)</b>						
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
<b>Listening and Speaking (Grade 5–6)</b>						
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
<b>Reading and Writing (Grade 5–6)</b>						
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

\*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)