

New York State School Report Card Comprehensive Information Report

BEDS Code: 21-05-02-04-0001

Grade Range : 7-12

Name: Gregory B Jarvis Jshs

Principal: Kevin M. Brackney

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	77	58	96
Eighth	78	89	56
Ninth	100	79	94
Tenth	56	89	76
Eleventh	78	59	90
Twelfth	51	78	51
Ungraded Secondary	37	6	0
Total K-12 Enrollment	477	458	463

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	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%	2	0.4%
Black (Not Hispanic)	7	1.5%	4	0.9%	2	0.4%
Hispanic	9	1.9%	8	1.7%	6	1.3%
White (Not Hispanic)	461	96.6%	443	96.7%	453	97.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	21	0
Mathematics Grade 8	16	19	11
Science Grade 8	16	17	12
Social Studies Grade 8	20	15	12
English Grade 10	12	18	17
Mathematics Grade 10	11	18	8
Science Grade 10	13	18	18
Social Studies Grade 10	14	17	17

(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
47	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 middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.4%	0	0.0%	0	0.0%
Eligible for Free Lunch	90	18.9%	104	22.7%	100	21.6%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.3%		92.5%		91.6%
Student Suspensions	29	5.9%	36	7.5%	39	8.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.5%	10.3%	13.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	97%	94%

Staff Counts

Staff	2002–2003
Total Teachers	43
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	42	25	60%	63	43	68%	44	34	77%
Students with Disabilities	3	0	0%	3	0	0%	5	2	40%
All Students	45	25	56%	66	43	65%	49	36	73%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	19	22	0	4	3	1
Percent	39%	45%	0%	8%	6%	2%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
5	2	5	10

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			6		5	
	Entered GED Program*			0		1	
	Total Noncompleters			6		6	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			0		0	
	Total Noncompleters			0		4	
All Students	Dropped Out	9	2.9%	6	1.9%	9	2.9%
	Entered GED Program*	1	0.3%	0	0.0%	1	0.3%
	Total Noncompleters	10	3.2%	6	1.9%	10	3.2%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		80	84
	Number of Students with Disabilities		10	10
	Number of All Students		90	94
	Percent of Enrollment		60%	62%
9-12	Number of General-Education Students		0	75
	Number of Students with Disabilities		0	5
	Number of All Students		0	80
	Percent of Enrollment		0%	26%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	24	92%	0	0%	13	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	40	82%	2	#	32	97%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	1	#	3	#

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	1	#	3	#
Science	1	#	1	#	1	#
Reading	0	0%	0	0%	5	100%
Writing	0	0%	0	0%	5	80%
Global Studies	0	0%	0	0%	4	#
U.S. Hist & Gov't	2	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	1	#
Science	2	#	0	0%	1	#
Reading	2	#	0	0%	3	#
Writing	2	#	1	#	3	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	80	44	81	13	3	5
Number Scoring 55–100	69	43	74	2	#	3
Number Scoring 65–100	58	41	69	0	#	2
Number Scoring 85–100	15	25	28	0	#	0
Percentage of Tested Scoring 55–100	86%	98%	91%	15%	#	60%
Percentage of Tested Scoring 65–100	72%	93%	85%	0%	#	40%
Percentage of Tested Scoring 85–100	19%	57%	35%	0%	#	0%
Mathematics A						
Number Tested	44	13	54	0	0	1
Number Scoring 55–100	44	7	41	0	0	#
Number Scoring 65–100	37	7	33	0	0	#
Number Scoring 85–100	8	4	3	0	0	#
Percentage of Tested Scoring 55–100	100%	54%	76%	0%	0%	#
Percentage of Tested Scoring 65–100	84%	54%	61%	0%	0%	#
Percentage of Tested Scoring 85–100	18%	31%	6%	0%	0%	#
Mathematics B (first administered June 2001)						
Number Tested	0	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%
Global History and Geography						
Number Tested	52	83	5	3	5	0
Number Scoring 55–100	52	81	5	#	5	0
Number Scoring 65–100	47	78	4	#	5	0
Number Scoring 85–100	28	22	1	#	1	0
Percentage of Tested Scoring 55–100	100%	98%	100%	#	100%	0%
Percentage of Tested Scoring 65–100	90%	94%	80%	#	100%	0%
Percentage of Tested Scoring 85–100	54%	27%	20%	#	20%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	73	45	0	3	5	0
Number Scoring 55–100	69	45	0	#	5	0
Number Scoring 65–100	64	41	0	#	3	0
Number Scoring 85–100	41	11	0	#	0	0
Percentage of Tested Scoring 55–100	95%	100%	0%	#	100%	0%
Percentage of Tested Scoring 65–100	88%	91%	0%	#	60%	0%
Percentage of Tested Scoring 85–100	56%	24%	0%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	57	87	0	6	3	0
Number Scoring 55–100	57	87	0	6	#	0
Number Scoring 65–100	56	85	0	6	#	0
Number Scoring 85–100	29	48	0	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	0%	100%	#	0%
Percentage of Tested Scoring 65–100	98%	98%	0%	100%	#	0%
Percentage of Tested Scoring 85–100	51%	55%	0%	0%	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	81	60	7	1	0	0
Number Scoring 55–100	74	59	7	#	0	0
Number Scoring 65–100	67	54	7	#	0	0
Number Scoring 85–100	23	27	0	#	0	0
Percentage of Tested Scoring 55–100	91%	98%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	83%	90%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	28%	45%	0%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		29	0		1	0
Number Scoring 55–100		28	0		#	0
Number Scoring 65–100		24	0		#	0
Number Scoring 85–100		1	0		#	0
Percentage of Tested Scoring 55–100		97%	0%		#	0%
Percentage of Tested Scoring 65–100		83%	0%		#	0%
Percentage of Tested Scoring 85–100		3%	0%		#	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	7	10	0	0	0	0
Number Scoring 55–100	6	10	0	0	0	0
Number Scoring 65–100	5	10	0	0	0	0
Number Scoring 85–100	2	2	0	0	0	0
Percentage of Tested Scoring 55–100	86%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	71%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	29%	20%	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	24	40	1	0	1	0
Number Scoring 55–100	24	40	#	0	#	0
Number Scoring 65–100	24	40	#	0	#	0
Number Scoring 85–100	16	30	#	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	#	0%	#	0%
Percentage of Tested Scoring 85–100	67%	75%	#	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	60	72	12	0	1	0
Number Scoring 55–100	51	60	8	0	#	0
Number Scoring 65–100	44	49	5	0	#	0
Number Scoring 85–100	28	28	0	0	#	0
Percentage of Tested Scoring 55–100	85%	83%	67%	0%	#	0%
Percentage of Tested Scoring 65–100	73%	68%	42%	0%	#	0%
Percentage of Tested Scoring 85–100	47%	39%	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	47	36	0	1	1	0
Number Scoring 55–100	41	35	0	#	#	0
Number Scoring 65–100	38	33	0	#	#	0
Number Scoring 85–100	17	21	0	#	#	0
Percentage of Tested Scoring 55–100	87%	97%	0%	#	#	0%
Percentage of Tested Scoring 65–100	81%	92%	0%	#	#	0%
Percentage of Tested Scoring 85–100	36%	58%	0%	#	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	20	100%	23	100%	14	86%
Students with Disabilities	5	100%	2	#	1	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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
June 2003	General-Education Students	46	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	50	0%	16%	58%	26%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	49	49	49	9	9	9	58	58	58
Number Scoring 55–64	0	1	0	2	2	0	2	3	0
Number Scoring 65–84	16	25	15	1	2	3	17	27	18
Number Scoring 85–100	26	12	31	1	0	1	27	12	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)