

New York State District Report Card Comprehensive Information Report

BEDS Code: 27-11-02-04-0000

Name: Saint Johnsville Central School District

Superintendent: Mr. William Eckler

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	17	28	17
Kindergarten	34	43	44
First	37	35	30
Second	38	31	36
Third	39	34	30
Fourth	36	41	36
Fifth	41	30	41
Sixth	41	44	32
Ungraded Elementary	0	3	3
Seventh	38	43	47
Eighth	38	42	43
Ninth	44	47	43
Tenth	38	43	44
Eleventh	46	36	35
Twelfth	21	24	21
Ungraded Secondary	7	0	0
Total K-12 Enrollment	498	496	485

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%	0	0.0%	0	0.0%
Black (Not Hispanic)	2	0.4%	0	0.0%	1	0.2%
Hispanic	2	0.4%	8	1.6%	5	1.0%
White (Not Hispanic)	494	99.2%	488	98.4%	479	98.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	22	22
Common Branch	19	18	17
English Grade 8	12	16	20
Mathematics Grade 8	17	15	31
Science Grade 8	38	35	21
Social Studies Grade 8	12	18	21
English Grade 10	17	19	22
Mathematics Grade 10	0	15	10
Science Grade 10	12	16	0
Social Studies Grade 10	16	13	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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	2	0.4%
Eligible for Free Lunch	172	34.5%	157	31.7%	177	36.5%

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		92.3%		94.4%		94.1%
Student Suspensions	13	2.6%	16	3.2%	32	6.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.1%	15.9%	19.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	51
Total Other Professional Staff	3
Total Paraprofessionals	19
Teaching Out of Certification*	1
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	36	22	61%	24	12	50%	20	8	40%
Students with Disabilities	0	0	0%	2	0	0%	3	0	0%
All Students	36	22	61%	26	12	46%	23	8	35%

*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	7	10	0	0	6	0
Percent	30%	43%	0%	0%	26%	0%

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)
3	0	3	6

*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			12		2	
	Entered GED Program*			0		0	
	Total Noncompleters			12		2	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		1	
	Total Noncompleters			0		2	
All Students	Dropped Out	6	3.9%	12	8.0%	3	2.1%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.7%
	Total Noncompleters	6	3.9%	12	8.0%	4	2.8%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	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%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	33	97%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	37	95%	59	58%	53	81%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	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%

(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	1	#	0	0%	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	57%	8	88%	3	#
Science	8	50%	3	#	4	#
Reading	3	#	0	0%	0	0%
Writing	3	#	0	0%	1	#
Global Studies	2	#	2	#	1	#
U.S. Hist & Gov't	4	#	3	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	27	28	30	3	3	1
Number Scoring 55–100	22	28	30	#	#	#
Number Scoring 65–100	20	27	30	#	#	#
Number Scoring 85–100	3	18	23	#	#	#
Percentage of Tested Scoring 55–100	81%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	74%	96%	100%	#	#	#
Percentage of Tested Scoring 85–100	11%	64%	77%	#	#	#
Mathematics A						
Number Tested	0	35	40	0	1	1
Number Scoring 55–100	0	25	27	0	#	#
Number Scoring 65–100	0	16	24	0	#	#
Number Scoring 85–100	0	3	2	0	#	#
Percentage of Tested Scoring 55–100	0%	71%	68%	0%	#	#
Percentage of Tested Scoring 65–100	0%	46%	60%	0%	#	#
Percentage of Tested Scoring 85–100	0%	9%	5%	0%	#	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	27	34	42	1	2	4
Number Scoring 55–100	25	31	36	#	#	#
Number Scoring 65–100	19	23	27	#	#	#
Number Scoring 85–100	3	4	11	#	#	#
Percentage of Tested Scoring 55–100	93%	91%	86%	#	#	#
Percentage of Tested Scoring 65–100	70%	68%	64%	#	#	#
Percentage of Tested Scoring 85–100	11%	12%	26%	#	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	34	25	31	6	3	1
Number Scoring 55–100	27	25	31	3	#	#
Number Scoring 65–100	24	23	29	2	#	#
Number Scoring 85–100	10	8	16	0	#	#
Percentage of Tested Scoring 55–100	79%	100%	100%	50%	#	#
Percentage of Tested Scoring 65–100	71%	92%	94%	33%	#	#
Percentage of Tested Scoring 85–100	29%	32%	52%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	17	30	28	0	0	0
Number Scoring 55–100	17	30	28	0	0	0
Number Scoring 65–100	16	29	26	0	0	0
Number Scoring 85–100	2	4	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	97%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	12%	13%	21%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	32	38	34	3	4	1
Number Scoring 55–100	29	35	28	#	#	#
Number Scoring 65–100	25	31	26	#	#	#
Number Scoring 85–100	10	9	12	#	#	#
Percentage of Tested Scoring 55–100	91%	92%	82%	#	#	#
Percentage of Tested Scoring 65–100	78%	82%	76%	#	#	#
Percentage of Tested Scoring 85–100	31%	24%	35%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		10	9		1	0
Number Scoring 55–100		9	7		#	0
Number Scoring 65–100		5	6		#	0
Number Scoring 85–100		0	0		#	0
Percentage of Tested Scoring 55–100		90%	78%		#	0%
Percentage of Tested Scoring 65–100		50%	67%		#	0%
Percentage of Tested Scoring 85–100		0%	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	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	9	7	13	0	0	0
Number Scoring 55–100	9	7	13	0	0	0
Number Scoring 65–100	9	7	13	0	0	0
Number Scoring 85–100	4	4	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	44%	57%	38%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	30	29	7	0	1	0
Number Scoring 55–100	19	18	6	0	#	0
Number Scoring 65–100	9	14	5	0	#	0
Number Scoring 85–100	1	3	0	0	#	0
Percentage of Tested Scoring 55–100	63%	62%	86%	0%	#	0%
Percentage of Tested Scoring 65–100	30%	48%	71%	0%	#	0%
Percentage of Tested Scoring 85–100	3%	10%	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	7	7	9	0	0	0
Number Scoring 55–100	5	7	8	0	0	0
Number Scoring 65–100	5	7	7	0	0	0
Number Scoring 85–100	1	3	2	0	0	0
Percentage of Tested Scoring 55–100	71%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 65–100	71%	100%	78%	0%	0%	0%
Percentage of Tested Scoring 85–100	14%	43%	22%	0%	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	18	100%	15	100%	7	100%
Students with Disabilities	3	#	7	71%	3	#

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	34	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	37	3%	5%	86%	5%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	30	3%	37%	53%	7%
	Students with Disabilities	5	0%	80%	20%	0%
	All Students	35	3%	43%	49%	6%

(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	22	22	22	5	5	5	27	27	27
Number Scoring 55–64	4	0	0	1	1	0	5	1	0
Number Scoring 65–84	13	12	17	0	0	0	13	12	17
Number Scoring 85–100	3	7	4	0	0	0	3	7	4
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)