

New York State School Report Card Comprehensive Information Report

BEDS Code: 63-06-01-04-0001
 Name: Johnsburg Central School
 Principal: Michael Markwica

Grade Range : K-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	35	22	35
First	41	39	21
Second	33	37	34
Third	25	32	39
Fourth	35	25	31
Fifth	29	37	28
Sixth	30	32	37
Ungraded Elementary	5	5	3
Seventh	22	33	33
Eighth	38	30	30
Ninth	31	39	31
Tenth	26	35	37
Eleventh	35	24	34
Twelfth	23	34	25
Ungraded Secondary	6	5	6
Total K-12 Enrollment	414	429	424

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)	0	0.0%	0	0.0%	0	0.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	414	100.0%	429	100.0%	424	100.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	11	17
Common Branch	16	17	16
English Grade 8	18	9	14
Mathematics Grade 8	17	11	10
Science Grade 8	18	14	14
Social Studies Grade 8	19	14	14
English Grade 10	12	35	19
Mathematics Grade 10	2	20	0
Science Grade 10	25	16	19
Social Studies Grade 10	14	13	13

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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. Assessment results and accountability measures for schools in this group are compared with similar 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	1	0.2%
Eligible for Free Lunch	95	23.0%	91	21.2%	94	22.2%

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		94.1%		93.9%		93.5%
Student Suspensions	41	10.1%	24	5.8%	31	7.2%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.8%	9.3%	8.5%
Public Assistance	31-40%	11-20%	21-30%
Student Stability	91%	88%	100%

Staff Counts

Staff	2002–2003
Total Teachers	41
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	7
Teachers with Temporary Licenses	3

*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	19	19	100%	27	14	52%	20	13	65%
Students with Disabilities	2	2	100%	0	0	0%	1	0	0%
All Students	21	21	100%	27	14	52%	21	13	62%

*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	8	7	0	0	6	0
Percent	38%	33%	0%	0%	29%	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)
1	0	0	1

*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		0	
	Total Noncompleters			6		5	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	5	4.2%	6	4.4%	6	4.6%
	Entered GED Program*	1	0.8%	0	0.0%	0	0.0%
	Total Noncompleters	6	5.0%	6	4.4%	6	4.6%

*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		57	87
	Number of Students with Disabilities		8	13
	Number of All Students		65	100
	Percent of Enrollment		67%	98%
9-12	Number of General-Education Students		8	10
	Number of Students with Disabilities		2	2
	Number of All Students		10	12
	Percent of Enrollment		7%	9%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	31	77%	17	82%	25	84%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	0	0%

Students with Disabilities

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

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	28	27	33	2	0	2
Number Scoring 55–100	28	25	31	#	0	#
Number Scoring 65–100	28	25	29	#	0	#
Number Scoring 85–100	13	14	6	#	0	#
Percentage of Tested Scoring 55–100	100%	93%	94%	#	0%	#
Percentage of Tested Scoring 65–100	100%	93%	88%	#	0%	#
Percentage of Tested Scoring 85–100	46%	52%	18%	#	0%	#
Mathematics A						
Number Tested	18	26	41	2	4	5
Number Scoring 55–100	7	15	31	#	#	3
Number Scoring 65–100	1	8	25	#	#	3
Number Scoring 85–100	0	1	0	#	#	0
Percentage of Tested Scoring 55–100	39%	58%	76%	#	#	60%
Percentage of Tested Scoring 65–100	6%	31%	61%	#	#	60%
Percentage of Tested Scoring 85–100	0%	4%	0%	#	#	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	37	41	0	3	3
Number Scoring 55–100	25	36	37	0	#	#
Number Scoring 65–100	21	27	27	0	#	#
Number Scoring 85–100	7	4	6	0	#	#
Percentage of Tested Scoring 55–100	93%	97%	90%	0%	#	#
Percentage of Tested Scoring 65–100	78%	73%	66%	0%	#	#
Percentage of Tested Scoring 85–100	26%	11%	15%	0%	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	27	28	33	2	1	2
Number Scoring 55–100	26	25	33	#	#	#
Number Scoring 65–100	24	23	32	#	#	#
Number Scoring 85–100	10	12	11	#	#	#
Percentage of Tested Scoring 55–100	96%	89%	100%	#	#	#
Percentage of Tested Scoring 65–100	89%	82%	97%	#	#	#
Percentage of Tested Scoring 85–100	37%	43%	33%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	22	27	35	0	2	4
Number Scoring 55–100	22	27	35	0	#	#
Number Scoring 65–100	21	27	33	0	#	#
Number Scoring 85–100	5	7	11	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	95%	100%	94%	0%	#	#
Percentage of Tested Scoring 85–100	23%	26%	31%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	32	35	30	4	3	6
Number Scoring 55–100	29	35	29	#	#	6
Number Scoring 65–100	26	32	23	#	#	5
Number Scoring 85–100	8	9	5	#	#	1
Percentage of Tested Scoring 55–100	91%	100%	97%	#	#	100%
Percentage of Tested Scoring 65–100	81%	91%	77%	#	#	83%
Percentage of Tested Scoring 85–100	25%	26%	17%	#	#	17%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		15	17		0	0
Number Scoring 55–100		14	16		0	0
Number Scoring 65–100		12	7		0	0
Number Scoring 85–100		2	3		0	0
Percentage of Tested Scoring 55–100		93%	94%		0%	0%
Percentage of Tested Scoring 65–100		80%	41%		0%	0%
Percentage of Tested Scoring 85–100		13%	18%		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	12	10	7	0	0	0
Number Scoring 55–100	12	10	7	0	0	0
Number Scoring 65–100	12	10	7	0	0	0
Number Scoring 85–100	9	6	6	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	75%	60%	86%	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	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 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	17	22	8	0	1	0
Number Scoring 55–100	15	19	7	0	#	0
Number Scoring 65–100	13	14	6	0	#	0
Number Scoring 85–100	6	5	4	0	#	0
Percentage of Tested Scoring 55–100	88%	86%	88%	0%	#	0%
Percentage of Tested Scoring 65–100	76%	64%	75%	0%	#	0%
Percentage of Tested Scoring 85–100	35%	23%	50%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	18	20	19	0	0	0
Number Scoring 55–100	17	15	15	0	0	0
Number Scoring 65–100	14	12	11	0	0	0
Number Scoring 85–100	7	7	2	0	0	0
Percentage of Tested Scoring 55–100	94%	75%	79%	0%	0%	0%
Percentage of Tested Scoring 65–100	78%	60%	58%	0%	0%	0%
Percentage of Tested Scoring 85–100	39%	35%	11%	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	6	100%	11	100%	0	0%
Students with Disabilities	3	#	0	0%	0	0%

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	24	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	27	0%	7%	70%	22%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	27	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	30	3%	23%	67%	7%

(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	23	23	23	0	0	0	23	23	23
Number Scoring 55–64	2	2	1	0	0	0	2	2	1
Number Scoring 65–84	14	10	14	0	0	0	14	10	14
Number Scoring 85–100	6	9	7	0	0	0	6	9	7
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)