

New York State School Report Card Comprehensive Information Report

BEDS Code: 17-06-00-01-0006
 Name: Johnstown Senior High School
 Principal: Michael Beatty

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	0	0	0
Eighth	0	0	0
Ninth	199	192	181
Tenth	170	167	184
Eleventh	136	136	136
Twelfth	150	140	154
Ungraded Secondary	92	80	38
Total K-12 Enrollment	747	715	693

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	7	0.9%	3	0.4%	5	0.7%
Black (Not Hispanic)	3	0.4%	3	0.4%	3	0.4%
Hispanic	6	0.8%	9	1.3%	8	1.2%
White (Not Hispanic)	731	97.9%	700	97.9%	677	97.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	21	22
Mathematics Grade 10	21	20	26
Science Grade 10	22	23	24
Social Studies Grade 10	21	22	21

(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
46	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 lower 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	1	0.1%
Eligible for Free Lunch	102	13.7%	112	15.7%	107	15.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.4%		91.7%		92.4%
Student Suspensions	47	6.2%	54	7.2%	63	8.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	9.1%	8.3%	7.7%
Public Assistance	21-30%	11-20%	21-30%
Student Stability	98%	97%	88%

Staff Counts

Staff	2003-04
Total Teachers	43
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	134	90	67%	118	85	72%	129	102	79%
Students with Disabilities	6	2	33%	19	5	26%	13	4	31%
All Students	140	92	66%	137	90	66%	142	106	75%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	49	64	2	5	15	7
Percent	35%	45%	1%	4%	11%	5%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
13	4	11	24

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	21		19		20	3.4%
	Entered GED Program*	4		4		2	0.3%
	Total Noncompleters	25		23		22	3.7%
Students with Disabilities	Dropped Out	7		4		3	3.1%
	Entered GED Program*	2		2		4	4.1%
	Total Noncompleters	9		6		7	7.2%
All Students	Dropped Out	28	3.7%	23	3.2%	23	3.3%
	Entered GED Program*	6	0.8%	6	0.8%	6	0.9%
	Total Noncompleters	34	4.6%	29	4.1%	29	4.2%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	560	526	0
	Number of Students with Disabilities	90	74	0
	Number of All Students	650	600	0
	Percent of Enrollment	87%	84%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	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	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	9	89%	3	#
Science	0	0%	5	100%	1	#
Reading	0	0%	6	100%	0	0%
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	5	0%	4	#
U.S. Hist & Gov't	0	0%	8	100%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	9	146	145	0	13	8
Number Scoring 55-100	7	142	143	0	12	8
Number Scoring 65-100	5	129	130	0	10	4
Number Scoring 85-100	3	48	52	0	0	0
Percentage of Tested Scoring 55-100	78%	97%	99%	0%	92%	100%
Percentage of Tested Scoring 65-100	56%	88%	90%	0%	77%	50%
Percentage of Tested Scoring 85-100	33%	33%	36%	0%	0%	0%
Mathematics A						
Number Tested	49	163	162	9	10	8
Number Scoring 55-100	21	144	161	2	6	7
Number Scoring 65-100	1	134	154	0	5	5
Number Scoring 85-100	0	48	89	0	1	3
Percentage of Tested Scoring 55-100	43%	88%	99%	22%	60%	88%
Percentage of Tested Scoring 65-100	2%	82%	95%	0%	50%	62%
Percentage of Tested Scoring 85-100	0%	29%	55%	0%	10%	38%
Mathematics B						
Number Tested	0	0	66	0	0	1
Number Scoring 55-100	0	0	57	0	0	#
Number Scoring 65-100	0	0	46	0	0	#
Number Scoring 85-100	0	0	19	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	70%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	29%	0%	0%	#
Global History and Geography						
Number Tested	162	150	199	11	12	18
Number Scoring 55-100	151	127	185	9	7	13
Number Scoring 65-100	127	112	148	3	5	6
Number Scoring 85-100	30	49	46	1	0	0
Percentage of Tested Scoring 55-100	93%	85%	93%	82%	58%	72%
Percentage of Tested Scoring 65-100	78%	75%	74%	27%	42%	33%
Percentage of Tested Scoring 85-100	19%	33%	23%	9%	0%	0%
U.S. History and Government						
Number Tested	160	141	135	12	15	9
Number Scoring 55-100	154	140	128	11	15	5
Number Scoring 65-100	134	136	124	6	15	5
Number Scoring 85-100	57	79	77	1	3	3
Percentage of Tested Scoring 55-100	96%	99%	95%	92%	100%	56%
Percentage of Tested Scoring 65-100	84%	96%	92%	50%	100%	56%
Percentage of Tested Scoring 85-100	36%	56%	57%	8%	20%	33%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	181	128	183	12	10	16
Number Scoring 55-100	181	124	180	12	9	14
Number Scoring 65-100	177	115	171	11	7	11
Number Scoring 85-100	36	38	42	0	1	0
Percentage of Tested Scoring 55-100	100%	97%	98%	100%	90%	88%
Percentage of Tested Scoring 65-100	98%	90%	93%	92%	70%	69%
Percentage of Tested Scoring 85-100	20%	30%	23%	0%	10%	0%
Physical Setting/Earth Science						
Number Tested	120	142	122	6	8	10
Number Scoring 55-100	118	137	119	5	6	8
Number Scoring 65-100	113	128	105	5	4	5
Number Scoring 85-100	61	64	36	1	0	0
Percentage of Tested Scoring 55-100	98%	96%	98%	83%	75%	80%
Percentage of Tested Scoring 65-100	94%	90%	86%	83%	50%	50%
Percentage of Tested Scoring 85-100	51%	45%	30%	17%	0%	0%
Physical Setting/Chemistry						
Number Tested	80	78	76	0	1	2
Number Scoring 55-100	76	77	76	0	#	#
Number Scoring 65-100	54	64	69	0	#	#
Number Scoring 85-100	9	8	15	0	#	#
Percentage of Tested Scoring 55-100	95%	99%	100%	0%	#	#
Percentage of Tested Scoring 65-100	68%	82%	91%	0%	#	#
Percentage of Tested Scoring 85-100	11%	10%	20%	0%	#	#
Physical Setting/Physics						
Number Tested			28			1
Number Scoring 55-100			28			#
Number Scoring 65-100			27			#
Number Scoring 85-100			9			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			96%			#
Percentage of Tested Scoring 85-100			32%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	20	26	25	0	0	0
Number Scoring 55-100	19	26	24	0	0	0
Number Scoring 65-100	18	26	24	0	0	0
Number Scoring 85-100	7	18	15	0	0	0
Percentage of Tested Scoring 55-100	95%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	35%	69%	60%	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	70	54	68	1	2	1
Number Scoring 55-100	69	54	66	#	#	#
Number Scoring 65-100	69	53	64	#	#	#
Number Scoring 85-100	29	28	33	#	#	#
Percentage of Tested Scoring 55-100	99%	100%	97%	#	#	#
Percentage of Tested Scoring 65-100	99%	98%	94%	#	#	#
Percentage of Tested Scoring 85-100	41%	52%	49%	#	#	#
Comprehensive Latin						
Number Tested	12	15	14	0	1	0
Number Scoring 55-100	12	15	14	0	#	0
Number Scoring 65-100	12	15	14	0	#	0
Number Scoring 85-100	6	5	9	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	50%	33%	64%	0%	#	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	75	83	0	2	2	0
Number Scoring 55-100	66	63	0	#	#	0
Number Scoring 65-100	63	60	0	#	#	0
Number Scoring 85-100	27	15	0	#	#	0
Percentage of Tested Scoring 55-100	88%	76%	0%	#	#	0%
Percentage of Tested Scoring 65-100	84%	72%	0%	#	#	0%
Percentage of Tested Scoring 85-100	36%	18%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	58	88%	39	95%
Students with Disabilities	0	0%	13	54%	7	86%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	147	147	147	26	26	26	173	173	173
Number Scoring 55–64	9	0	1	5	0	1	14	0	2
Number Scoring 65–84	87	49	55	3	9	13	90	58	68
Number Scoring 85–100	33	77	80	1	3	2	34	80	82
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 - L)