

# New York State School Report Card Comprehensive Information Report

BEDS Code: 54-09-01-04-0001  
Name: Jefferson Central School  
Principal: John A. Righi

Grade Range : K-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	19	17	29
First	16	20	16
Second	23	13	17
Third	22	25	16
Fourth	19	21	26
Fifth	22	21	21
Sixth	23	22	21
Ungraded Elementary	0	0	0
Seventh	22	22	23
Eighth	27	24	20
Ninth	32	27	22
Tenth	32	29	26
Eleventh	21	32	29
Twelfth	20	17	29
Ungraded Secondary	0	0	0
Total K-12 Enrollment	298	290	295

## 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	7	2.3%	4	1.4%	4	1.4%
Black (Not Hispanic)	4	1.3%	8	2.8%	7	2.4%
Hispanic	0	0.0%	0	0.0%	1	0.3%
White (Not Hispanic)	287	96.3%	278	95.9%	283	95.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	17	15
Common Branch	18	17	19
English Grade 8	25	18	20
Mathematics Grade 8	13	12	17
Science Grade 8	25	23	20
Social Studies Grade 8	25	23	20
English Grade 10	17	13	12
Mathematics Grade 10	14	15	12
Science Grade 10	18	14	11
Social Studies Grade 10	17	15	13

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high 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. 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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	113	37.9%	104	35.9%	90	30.5%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		96.0%		95.7%		96.2%
<b>Student Suspensions</b>	0	0.0%	6	2.0%	8	2.8%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	12.8%	16.6%	14.9%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	85%	100%	97%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	30
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	6
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	15	9	60%	14	9	64%	27	11	41%
Students with Disabilities	1	0	0%	1	0	0%	1	0	0%
All Students	16	9	56%	15	9	60%	28	11	39%

\*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	15	1	1	3	1
Percent	25%	54%	4%	4%	11%	4%

## 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	1	2

\*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			0		1	
	Entered GED Program*			2		0	
	Total Noncompleters			2		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		1	
	Total Noncompleters			0		1	
All Students	Dropped Out	0	0.0%	0	0.0%	1	0.9%
	Entered GED Program*	5	4.8%	2	1.9%	1	0.9%
	Total Noncompleters	5	4.8%	2	1.9%	2	1.9%

\*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	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	28	86%	18	83%	15	93%

### 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%	4	#

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

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	2	#
Science	1	#	0	0%	4	#
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	0	0%	5	40%
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
<b>Comprehensive English</b>						
Number Tested	14	28	28	0	2	1
Number Scoring 55–100	14	24	27	0	#	#
Number Scoring 65–100	12	20	26	0	#	#
Number Scoring 85–100	3	8	13	0	#	#
Percentage of Tested Scoring 55–100	100%	86%	96%	0%	#	#
Percentage of Tested Scoring 65–100	86%	71%	93%	0%	#	#
Percentage of Tested Scoring 85–100	21%	29%	46%	0%	#	#
<b>Mathematics A</b>						
Number Tested	0	25	22	0	0	3
Number Scoring 55–100	0	25	20	0	0	#
Number Scoring 65–100	0	21	19	0	0	#
Number Scoring 85–100	0	9	3	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	91%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	84%	86%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	36%	14%	0%	0%	#
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	32	26	20	2	0	3
Number Scoring 55–100	32	26	19	#	0	#
Number Scoring 65–100	31	25	18	#	0	#
Number Scoring 85–100	15	9	4	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	95%	#	0%	#
Percentage of Tested Scoring 65–100	97%	96%	90%	#	0%	#
Percentage of Tested Scoring 85–100	47%	35%	20%	#	0%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	14	29	25	0	2	0
Number Scoring 55–100	13	26	25	0	#	0
Number Scoring 65–100	12	20	24	0	#	0
Number Scoring 85–100	2	5	14	0	#	0
Percentage of Tested Scoring 55–100	93%	90%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	86%	69%	96%	0%	#	0%
Percentage of Tested Scoring 85–100	14%	17%	56%	0%	#	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	30	27	21	2	0	2
Number Scoring 55–100	30	25	21	#	0	#
Number Scoring 65–100	29	24	21	#	0	#
Number Scoring 85–100	3	4	2	#	0	#
Percentage of Tested Scoring 55–100	100%	93%	100%	#	0%	#
Percentage of Tested Scoring 65–100	97%	89%	100%	#	0%	#
Percentage of Tested Scoring 85–100	10%	15%	10%	#	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	31	24	22	2	0	4
Number Scoring 55–100	30	22	21	#	0	#
Number Scoring 65–100	26	19	19	#	0	#
Number Scoring 85–100	10	3	8	#	0	#
Percentage of Tested Scoring 55–100	97%	92%	95%	#	0%	#
Percentage of Tested Scoring 65–100	84%	79%	86%	#	0%	#
Percentage of Tested Scoring 85–100	32%	12%	36%	#	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		9	18		0	0
Number Scoring 55–100		8	15		0	0
Number Scoring 65–100		6	9		0	0
Number Scoring 85–100		0	1		0	0
Percentage of Tested Scoring 55–100		89%	83%		0%	0%
Percentage of Tested Scoring 65–100		67%	50%		0%	0%
Percentage of Tested Scoring 85–100		0%	6%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</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 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	7	10	15	0	0	0
Number Scoring 55–100	7	10	15	0	0	0
Number Scoring 65–100	7	10	15	0	0	0
Number Scoring 85–100	5	8	9	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	71%	80%	60%	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)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	17	0	0	0	0	0
Number Scoring 55–100	15	0	0	0	0	0
Number Scoring 65–100	14	0	0	0	0	0
Number Scoring 85–100	5	0	0	0	0	0
Percentage of Tested Scoring 55–100	88%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	82%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	29%	0%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	7	13	17	1	0	0
Number Scoring 55–100	7	12	16	#	0	0
Number Scoring 65–100	6	11	10	#	0	0
Number Scoring 85–100	4	6	7	#	0	0
Percentage of Tested Scoring 55–100	100%	92%	94%	#	0%	0%
Percentage of Tested Scoring 65–100	86%	85%	59%	#	0%	0%
Percentage of Tested Scoring 85–100	57%	46%	41%	#	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	24	100%	18	100%	7	100%
Students with Disabilities	3	#	0	0%	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
<b>Nov 2002</b>	General-Education Students	16	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	20	0%	25%	45%	30%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	14	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	18	6%	39%	39%	17%

(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
<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

## 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	27	27	27	2	2	2	29	29	29
Number Scoring 55–64	#	#	#	#	#	#	0	6	1
Number Scoring 65–84	#	#	#	#	#	#	14	14	21
Number Scoring 85–100	#	#	#	#	#	#	14	6	6
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)