

# New York State School Report Card Comprehensive Information Report

BEDS Code: 57-27-02-04-0002

Grade Range : 7-12

Name: Jasper-Troupsburg Junior-Senior High School

Principal: Robert Cleeves

## 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	44	40	53
Eighth	36	43	44
Ninth	41	37	49
Tenth	33	36	45
Eleventh	39	25	35
Twelfth	43	38	27
Ungraded Secondary	23	22	2
Total K-12 Enrollment	259	241	255

## 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	3	1.2%	1	0.4%	0	0.0%
White (Not Hispanic)	256	98.8%	240	99.6%	255	100.0%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	12	11	12
Mathematics Grade 8	14	13	13
Science Grade 8	36	15	13
Social Studies Grade 8	17	16	15
English Grade 10	0	13	14
Mathematics Grade 10	0	10	17
Science Grade 10	20	13	13
Social Studies Grade 10	16	13	14

(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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	58	22.4%	86	35.7%	60	23.5%

### 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		95.2%		95.8%		95.6%
Student Suspensions	1	0.4%	3	1.2%	3	1.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.7%	14.1%	10.6%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	100%	100%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	28
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	41	19	46%	39	25	64%	21	15	71%
Students with Disabilities	0	0	0%	0	0	0%	3	1	33%
All Students	41	19	46%	39	25	64%	24	16	67%

\*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	4	16	0	2	2	0
Percent	17%	67%	0%	8%	8%	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	1	4	7

\*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			7		5	
	Entered GED Program*			1		1	
	Total Noncompleters			8		6	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	6	3.5%	7	4.7%	6	3.8%
	Entered GED Program*	3	1.8%	1	0.7%	1	0.6%
	Total Noncompleters	9	5.3%	8	5.3%	7	4.5%

\*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	30
	Number of Students with Disabilities		0	5
	Number of All Students		0	35
	Percent of Enrollment		0%	22%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	10	100%	16	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	18	100%	23	100%	0	0%

### 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	#	8	100%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	2	#	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	0	0%	0	0%	9	56%
Science	2	#	0	0%	6	83%
Reading	2	#	0	0%	0	0%
Writing	2	#	0	0%	1	#
Global Studies	1	#	0	0%	6	67%
U.S. Hist & Gov't	2	#	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	42	28	37	4	0	2
Number Scoring 55–100	40	27	36	#	0	#
Number Scoring 65–100	38	25	33	#	0	#
Number Scoring 85–100	13	14	14	#	0	#
Percentage of Tested Scoring 55–100	95%	96%	97%	#	0%	#
Percentage of Tested Scoring 65–100	90%	89%	89%	#	0%	#
Percentage of Tested Scoring 85–100	31%	50%	38%	#	0%	#
<b>Mathematics A</b>						
Number Tested	0	33	45	0	0	4
Number Scoring 55–100	0	27	42	0	0	#
Number Scoring 65–100	0	23	38	0	0	#
Number Scoring 85–100	0	9	13	0	0	#
Percentage of Tested Scoring 55–100	0%	82%	93%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	70%	84%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	27%	29%	0%	0%	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	19	0	0	1
Number Scoring 55–100	0	0	14	0	0	#
Number Scoring 65–100	0	0	10	0	0	#
Number Scoring 85–100	0	0	3	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	74%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	53%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	16%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	34	35	44	3	0	8
Number Scoring 55–100	30	32	40	#	0	4
Number Scoring 65–100	28	29	39	#	0	4
Number Scoring 85–100	9	4	14	#	0	0
Percentage of Tested Scoring 55–100	88%	91%	91%	#	0%	50%
Percentage of Tested Scoring 65–100	82%	83%	89%	#	0%	50%
Percentage of Tested Scoring 85–100	26%	11%	32%	#	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	41	26	35	5	0	3
Number Scoring 55–100	37	26	34	4	0	#
Number Scoring 65–100	36	19	34	4	0	#
Number Scoring 85–100	9	7	18	0	0	#
Percentage of Tested Scoring 55–100	90%	100%	97%	80%	0%	#
Percentage of Tested Scoring 65–100	88%	73%	97%	80%	0%	#
Percentage of Tested Scoring 85–100	22%	27%	51%	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	23	39	38	0	0	4
Number Scoring 55–100	23	39	38	0	0	#
Number Scoring 65–100	23	37	38	0	0	#
Number Scoring 85–100	7	7	16	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	95%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	30%	18%	42%	0%	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	30	39	48	3	0	4
Number Scoring 55–100	25	39	47	#	0	#
Number Scoring 65–100	22	36	46	#	0	#
Number Scoring 85–100	7	11	21	#	0	#
Percentage of Tested Scoring 55–100	83%	100%	98%	#	0%	#
Percentage of Tested Scoring 65–100	73%	92%	96%	#	0%	#
Percentage of Tested Scoring 85–100	23%	28%	44%	#	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		17	28		0	1
Number Scoring 55–100		17	28		0	#
Number Scoring 65–100		15	23		0	#
Number Scoring 85–100		1	1		0	#
Percentage of Tested Scoring 55–100		100%	100%		0%	#
Percentage of Tested Scoring 65–100		88%	82%		0%	#
Percentage of Tested Scoring 85–100		6%	4%		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	6	9	10	0	0	0
Number Scoring 55–100	6	9	10	0	0	0
Number Scoring 65–100	6	9	10	0	0	0
Number Scoring 85–100	4	0	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	67%	0%	60%	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	15	18	19	0	0	0
Number Scoring 55–100	15	18	19	0	0	0
Number Scoring 65–100	15	18	19	0	0	0
Number Scoring 85–100	6	7	13	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	40%	39%	68%	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	37	12	1	1	0	0
Number Scoring 55–100	31	12	#	#	0	0
Number Scoring 65–100	26	12	#	#	0	0
Number Scoring 85–100	11	6	#	#	0	0
Percentage of Tested Scoring 55–100	84%	100%	#	#	0%	0%
Percentage of Tested Scoring 65–100	70%	100%	#	#	0%	0%
Percentage of Tested Scoring 85–100	30%	50%	#	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	22	20	6	0	0	1
Number Scoring 55–100	18	20	5	0	0	#
Number Scoring 65–100	15	19	4	0	0	#
Number Scoring 85–100	4	8	1	0	0	#
Percentage of Tested Scoring 55–100	82%	100%	83%	0%	0%	#
Percentage of Tested Scoring 65–100	68%	95%	67%	0%	0%	#
Percentage of Tested Scoring 85–100	18%	40%	17%	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%	18	89%	6	100%
Students with Disabilities	1	#	0	0%	11	91%

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	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
<b>June 2003</b>	General-Education Students	33	0%	36%	55%	9%
	Students with Disabilities	11	0%	91%	9%	0%
	All Students	44	0%	50%	43%	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
<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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	4	4	4	26	26	26
Number Scoring 55–64	#	#	#	#	#	#	5	5	0
Number Scoring 65–84	#	#	#	#	#	#	12	12	18
Number Scoring 85–100	#	#	#	#	#	#	7	7	6
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)