

New York State School Report Card Comprehensive Information Report

BEDS Code: 03-15-02-06-0006
 Name: Johnson City Senior High School
 Principal: Thomas Lally

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	241	193	0
Ninth	200	254	205
Tenth	233	187	250
Eleventh	205	223	189
Twelfth	184	193	220
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1063	1050	864

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	73	6.9%	77	7.3%	69	8.0%
Black (Not Hispanic)	54	5.1%	53	5.0%	49	5.7%
Hispanic	16	1.5%	20	1.9%	17	2.0%
White (Not Hispanic)	920	86.5%	900	85.7%	729	84.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	18	0
Mathematics Grade 8	15	17	0
Science Grade 8	19	22	0
Social Studies Grade 8	19	21	0
English Grade 10	18	19	20
Mathematics Grade 10	21	15	18
Science Grade 10	21	20	24
Social Studies Grade 10	22	22	21

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
43	All schools in this group are secondary level schools in urban or suburban 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	55	5.2%	7	0.7%	10	1.2%
Eligible for Free Lunch	200	18.8%	203	19.3%	190	22.0%

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		94.0%		93.9%		93.1%
Student Suspensions	116	10.9%	93	8.8%	104	9.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.0%	7.3%	9.0%
Public Assistance	11-20%	21-30%	31-40%
Student Stability	99%	96%	97%

Staff Counts

Staff	2003-04
Total Teachers	80
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*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	142	97	68%	162	116	72%	194	162	84%
Students with Disabilities	14	5	36%	14	3	21%	23	4	17%
All Students	156	102	65%	176	119	68%	217	166	76%

*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	89	90	0	11	20	7
Percent	41%	41%	0%	5%	9%	3%

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)
23	4	5	28

*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	17		26		9	1.2%
	Entered GED Program*	1		3		8	1.1%
	Total Noncompleters	18		29		17	2.3%
Students with Disabilities	Dropped Out	1		4		2	1.4%
	Entered GED Program*	0		0		2	1.4%
	Total Noncompleters	1		4		4	2.9%
All Students	Dropped Out	18	2.2%	30	3.5%	11	1.2%
	Entered GED Program*	1	0.1%	3	0.4%	10	1.1%
	Total Noncompleters	19	2.3%	33	3.9%	21	2.4%

*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	0	175	311
	Number of Students with Disabilities	0	25	63
	Number of All Students	0	200	374
	Percent of Enrollment	0%	23%	43%

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; completion 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	32	100%	19	100%	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	3	#	4	#	2	#
Science	3	#	2	#	3	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	4	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	80%	17	88%	2	#
Science	11	82%	10	60%	5	100%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	9	78%	13	69%	9	89%
U.S. Hist & Gov't	2	#	1	#	0	0%

(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	181	204	167	20	21	23
Number Scoring 55-100	179	202	165	20	20	22
Number Scoring 65-100	170	198	156	17	19	19
Number Scoring 85-100	87	90	79	1	0	1
Percentage of Tested Scoring 55-100	99%	99%	99%	100%	95%	96%
Percentage of Tested Scoring 65-100	94%	97%	93%	85%	90%	83%
Percentage of Tested Scoring 85-100	48%	44%	47%	5%	0%	4%
Mathematics A						
Number Tested	0	216	144	0	23	7
Number Scoring 55-100	0	191	143	0	16	6
Number Scoring 65-100	0	176	139	0	14	5
Number Scoring 85-100	0	47	52	0	4	0
Percentage of Tested Scoring 55-100	0%	88%	99%	0%	70%	86%
Percentage of Tested Scoring 65-100	0%	81%	97%	0%	61%	71%
Percentage of Tested Scoring 85-100	0%	22%	36%	0%	17%	0%
Mathematics B						
Number Tested	0	0	125	0	0	4
Number Scoring 55-100	0	0	100	0	0	#
Number Scoring 65-100	0	0	86	0	0	#
Number Scoring 85-100	0	0	19	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	80%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	69%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	15%	0%	0%	#
Global History and Geography						
Number Tested	214	189	231	25	21	22
Number Scoring 55-100	202	160	211	20	15	18
Number Scoring 65-100	189	143	183	15	10	10
Number Scoring 85-100	51	58	73	0	4	0
Percentage of Tested Scoring 55-100	94%	85%	91%	80%	71%	82%
Percentage of Tested Scoring 65-100	88%	76%	79%	60%	48%	45%
Percentage of Tested Scoring 85-100	24%	31%	32%	0%	19%	0%
U.S. History and Government						
Number Tested	193	224	156	23	23	19
Number Scoring 55-100	185	222	153	22	23	18
Number Scoring 65-100	165	212	147	17	23	15
Number Scoring 85-100	43	108	80	1	5	5
Percentage of Tested Scoring 55-100	96%	99%	98%	96%	100%	95%
Percentage of Tested Scoring 65-100	85%	95%	94%	74%	100%	79%
Percentage of Tested Scoring 85-100	22%	48%	51%	4%	22%	26%

(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	195	182	203	24	13	20
Number Scoring 55-100	194	174	202	24	10	20
Number Scoring 65-100	188	169	188	23	10	16
Number Scoring 85-100	49	67	58	0	3	0
Percentage of Tested Scoring 55-100	99%	96%	100%	100%	77%	100%
Percentage of Tested Scoring 65-100	96%	93%	93%	96%	77%	80%
Percentage of Tested Scoring 85-100	25%	37%	29%	0%	23%	0%
Physical Setting/Earth Science						
Number Tested	175	211	133	10	15	18
Number Scoring 55-100	168	194	122	10	10	14
Number Scoring 65-100	159	186	107	9	8	9
Number Scoring 85-100	60	67	32	2	1	3
Percentage of Tested Scoring 55-100	96%	92%	92%	100%	67%	78%
Percentage of Tested Scoring 65-100	91%	88%	80%	90%	53%	50%
Percentage of Tested Scoring 85-100	34%	32%	24%	20%	7%	17%
Physical Setting/Chemistry						
Number Tested	113	141	135	2	2	4
Number Scoring 55-100	110	135	122	#	#	#
Number Scoring 65-100	81	103	96	#	#	#
Number Scoring 85-100	16	15	23	#	#	#
Percentage of Tested Scoring 55-100	97%	96%	90%	#	#	#
Percentage of Tested Scoring 65-100	72%	73%	71%	#	#	#
Percentage of Tested Scoring 85-100	14%	11%	17%	#	#	#
Physical Setting/Physics						
Number Tested			45			0
Number Scoring 55-100			43			0
Number Scoring 65-100			36			0
Number Scoring 85-100			10			0
Percentage of Tested Scoring 55-100			96%			0%
Percentage of Tested Scoring 65-100			80%			0%
Percentage of Tested Scoring 85-100			22%			0%

* 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	22	23	19	0	0	1
Number Scoring 55-100	22	23	19	0	0	#
Number Scoring 65-100	22	23	17	0	0	#
Number Scoring 85-100	12	13	5	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	89%	0%	0%	#
Percentage of Tested Scoring 85-100	55%	57%	26%	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	76	76	63	0	0	0
Number Scoring 55-100	76	76	63	0	0	0
Number Scoring 65-100	75	76	63	0	0	0
Number Scoring 85-100	57	51	47	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	99%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	75%	67%	75%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	126	150	35	2	4	4
Number Scoring 55-100	116	119	24	#	#	#
Number Scoring 65-100	107	102	21	#	#	#
Number Scoring 85-100	55	36	1	#	#	#
Percentage of Tested Scoring 55-100	92%	79%	69%	#	#	#
Percentage of Tested Scoring 65-100	85%	68%	60%	#	#	#
Percentage of Tested Scoring 85-100	44%	24%	3%	#	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	97	99%	78	94%	33	97%
Students with Disabilities	17	76%	24	79%	3	#

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	186	186	186	26	26	26	212	212	212
Number Scoring 55–64	4	1	2	4	1	1	8	2	3
Number Scoring 65–84	121	68	94	11	16	14	132	84	108
Number Scoring 85–100	50	103	85	0	4	3	50	107	88
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			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			4			0
Proficient (37-39)			3			0
Reading and Writing (Grade 9-12)						
Number Tested			8			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			5			0
Proficient (33-35)			0			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)