

# New York State School Report Card Comprehensive Information Report

BEDS Code: 13-21-01-06-0015  
 Name: John Jay Senior High School  
 Principal: Paul Tobin

Grade Range : 9-12

## 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	0	0	0
Eighth	0	0	0
Ninth	473	484	485
Tenth	517	454	474
Eleventh	426	513	469
Twelfth	420	434	483
Ungraded Secondary	45	34	53
Total K-12 Enrollment	1881	1919	1964

## 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	82	4.4%	98	5.1%	89	4.5%
Black (Not Hispanic)	62	3.3%	77	4.0%	74	3.8%
Hispanic	78	4.1%	85	4.4%	100	5.1%
White (Not Hispanic)	1659	88.2%	1659	86.5%	1701	86.6%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	27	19	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	26	0
Social Studies Grade 8	0	0	0
English Grade 10	22	24	23
Mathematics Grade 10	22	26	21
Science Grade 10	23	23	25
Social Studies Grade 10	25	22	24

(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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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

	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	42	2.2%	37	1.9%	32	1.6%

### 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		92.7%		92.6%		92.2%
Student Suspensions	190	10.1%	159	8.5%	204	10.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.1%	2.2%	1.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	95%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	130
Total Other Professional Staff	15
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	331	209	63%	391	266	68%	396	283	71%
Students with Disabilities	30	4	13%	20	3	15%	41	11	27%
All Students	361	213	59%	411	269	65%	437	294	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	237	151	0	8	7	34
Percent	54%	35%	0%	2%	2%	8%

## 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)
41	11	9	50

\*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			52		42	
	Entered GED Program*			0		3	
	Total Noncompleters			52		45	
Students with Disabilities	Dropped Out			2		15	
	Entered GED Program*			1		3	
	Total Noncompleters			3		18	
All Students	Dropped Out	28	1.5%	54	2.8%	57	2.9%
	Entered GED Program*	10	0.5%	1	0.1%	6	0.3%
	Total Noncompleters	38	2.0%	55	2.9%	63	3.2%

\*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		70	0
	Number of Students with Disabilities		10	0
	Number of All Students		80	0
	Percent of Enrollment		4%	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	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
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	0	0%	21	100%	1	#
Science	15	60%	0	0%	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	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	26	92%	14	93%	54	93%
Science	0	0%	0	0%	0	0%
Reading	27	96%	0	0%	0	0%
Writing	28	93%	0	0%	3	#
Global Studies	1	#	0	0%	7	86%
U.S. Hist & Gov't	5	80%	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	411	399	435	33	40	34
Number Scoring 55–100	405	394	428	29	39	33
Number Scoring 65–100	395	379	414	25	33	30
Number Scoring 85–100	184	208	219	1	3	7
Percentage of Tested Scoring 55–100	99%	99%	98%	88%	97%	97%
Percentage of Tested Scoring 65–100	96%	95%	95%	76%	82%	88%
Percentage of Tested Scoring 85–100	45%	52%	50%	3%	7%	21%
<b>Mathematics A</b>						
Number Tested	0	210	543	0	18	54
Number Scoring 55–100	0	148	477	0	8	38
Number Scoring 65–100	0	127	434	0	5	29
Number Scoring 85–100	0	71	119	0	0	4
Percentage of Tested Scoring 55–100	0%	70%	88%	0%	44%	70%
Percentage of Tested Scoring 65–100	0%	60%	80%	0%	28%	54%
Percentage of Tested Scoring 85–100	0%	34%	22%	0%	0%	7%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	67	0	0	1
Number Scoring 55–100	0	0	67	0	0	#
Number Scoring 65–100	0	0	64	0	0	#
Number Scoring 85–100	0	0	19	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	28%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	445	444	441	32	18	29
Number Scoring 55–100	438	413	422	31	15	26
Number Scoring 65–100	414	392	402	27	10	22
Number Scoring 85–100	157	134	223	2	1	5
Percentage of Tested Scoring 55–100	98%	93%	96%	97%	83%	90%
Percentage of Tested Scoring 65–100	93%	88%	91%	84%	56%	76%
Percentage of Tested Scoring 85–100	35%	30%	51%	6%	6%	17%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	426	403	420	26	18	32
Number Scoring 55–100	402	387	406	22	18	30
Number Scoring 65–100	385	364	403	18	16	30
Number Scoring 85–100	205	155	295	1	2	15
Percentage of Tested Scoring 55–100	94%	96%	97%	85%	100%	94%
Percentage of Tested Scoring 65–100	90%	90%	96%	69%	89%	94%
Percentage of Tested Scoring 85–100	48%	38%	70%	4%	11%	47%

(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	531	454	441	58	20	20
Number Scoring 55–100	528	429	424	58	19	19
Number Scoring 65–100	504	418	407	44	14	18
Number Scoring 85–100	133	111	140	6	0	3
Percentage of Tested Scoring 55–100	99%	94%	96%	100%	95%	95%
Percentage of Tested Scoring 65–100	95%	92%	92%	76%	70%	90%
Percentage of Tested Scoring 85–100	25%	24%	32%	10%	0%	15%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	338	390	398	42	3	32
Number Scoring 55–100	300	322	344	29	#	20
Number Scoring 65–100	252	286	311	22	#	14
Number Scoring 85–100	60	62	105	4	#	4
Percentage of Tested Scoring 55–100	89%	83%	86%	69%	#	62%
Percentage of Tested Scoring 65–100	75%	73%	78%	52%	#	44%
Percentage of Tested Scoring 85–100	18%	16%	26%	10%	#	12%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		299	210		8	6
Number Scoring 55–100		290	200		7	6
Number Scoring 65–100		230	169		5	4
Number Scoring 85–100		34	32		0	0
Percentage of Tested Scoring 55–100		97%	95%		88%	100%
Percentage of Tested Scoring 65–100		77%	80%		62%	67%
Percentage of Tested Scoring 85–100		11%	15%		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	40	31	41	2	0	2
Number Scoring 55–100	40	31	41	#	0	#
Number Scoring 65–100	40	31	39	#	0	#
Number Scoring 85–100	27	13	26	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	95%	#	0%	#
Percentage of Tested Scoring 85–100	68%	42%	63%	#	0%	#
<b>Comprehensive Italian</b>						
Number Tested	61	45	51	0	0	1
Number Scoring 55–100	61	44	50	0	0	#
Number Scoring 65–100	61	42	49	0	0	#
Number Scoring 85–100	37	18	39	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	93%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	61%	40%	76%	0%	0%	#
<b>Comprehensive German</b>						
Number Tested	16	8	14	0	0	0
Number Scoring 55–100	16	8	14	0	0	0
Number Scoring 65–100	16	8	14	0	0	0
Number Scoring 85–100	13	4	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	81%	50%	64%	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	197	190	178	0	0	4
Number Scoring 55–100	196	189	175	0	0	#
Number Scoring 65–100	192	186	174	0	0	#
Number Scoring 85–100	117	120	129	0	0	#
Percentage of Tested Scoring 55–100	99%	99%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	98%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	59%	63%	72%	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	348	287	32	11	7	1
Number Scoring 55–100	306	221	22	9	6	#
Number Scoring 65–100	284	182	16	6	4	#
Number Scoring 85–100	128	38	1	1	0	#
Percentage of Tested Scoring 55–100	88%	77%	69%	82%	86%	#
Percentage of Tested Scoring 65–100	82%	63%	50%	55%	57%	#
Percentage of Tested Scoring 85–100	37%	13%	3%	9%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	292	268	188	1	7	6
Number Scoring 55–100	274	248	154	#	6	2
Number Scoring 65–100	260	232	143	#	6	2
Number Scoring 85–100	152	124	31	#	2	0
Percentage of Tested Scoring 55–100	94%	93%	82%	#	86%	33%
Percentage of Tested Scoring 65–100	89%	87%	76%	#	86%	33%
Percentage of Tested Scoring 85–100	52%	46%	16%	#	29%	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	129	93%	0	0%	104	84%
Students with Disabilities	19	100%	0	0%	17	88%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	425	425	425	54	54	54	479	479	479
Number Scoring 55–64	11	14	7	6	1	6	17	15	13
Number Scoring 65–84	209	182	248	32	15	30	241	197	278
Number Scoring 85–100	189	149	157	2	2	4	191	151	161
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)