

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-05-04-06-0010

Grade Range : 9-12

Name: Plainview-Old Bethpage/Jfk High School

Principal: Arthur Jonas

## 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	337	351	414
Tenth	339	341	344
Eleventh	327	344	336
Twelfth	319	330	338
Ungraded Secondary	60	59	53
Total K-12 Enrollment	1382	1425	1485

## 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	50	3.6%	50	3.5%	34	2.3%
Black (Not Hispanic)	3	0.2%	4	0.3%	3	0.2%
Hispanic	16	1.2%	21	1.5%	15	1.0%
White (Not Hispanic)	1313	95.0%	1350	94.7%	1433	96.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	22	22	22
Mathematics Grade 10	19	18	20
Science Grade 10	18	21	24
Social Studies Grade 10	21	21	20

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
52	All schools in this group are secondary level schools in school districts with low 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	11	0.8%	10	0.7%	6	0.4%
Eligible for Free Lunch	12	0.9%	11	0.8%	11	0.7%

### 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		96.4%		96.2%		96.1%
Student Suspensions	33	2.4%	39	2.8%	49	3.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.3%	0.6%	0.4%
Public Assistance	1-10%	None	None
Student Stability	95%	100%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	128
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	7
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	273	253	93%	284	254	89%	282	251	89%
Students with Disabilities	50	14	28%	57	24	42%	57	29	51%
All Students	323	267	83%	341	278	82%	339	280	83%

\*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	264	66	0	1	8	0
Percent	78%	19%	0%	0%	2%	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)
57	29	1	58

\*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			11		10	
	Entered GED Program*			0		0	
	Total Noncompleters			11		10	
Students with Disabilities	Dropped Out			12		8	
	Entered GED Program*			0		0	
	Total Noncompleters			12		8	
All Students	Dropped Out	0	0.0%	23	1.6%	18	1.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	23	1.6%	18	1.2%

\*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		150	0
	Number of Students with Disabilities		0	0
	Number of All Students		150	0
	Percent of Enrollment		11%	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	12	100%	4	#	7	86%
German	0	0%	0	0%	0	0%
Italian	0	0%	11	91%	20	90%
Latin	0	0%	0	0%	0	0%
Spanish	29	100%	20	90%	15	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	2	#	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	8	100%	11	82%	6	100%

(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	2	#	1	#	9	56%
Science	3	#	0	0%	3	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	5	80%	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	64%	5	80%	24	67%
Science	16	44%	10	30%	16	56%
Reading	18	78%	11	82%	21	81%
Writing	18	100%	6	67%	19	89%
Global Studies	17	29%	12	42%	25	40%
U.S. Hist & Gov't	20	45%	11	73%	12	42%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	329	348	341	61	67	61
Number Scoring 55–100	323	339	327	56	58	53
Number Scoring 65–100	317	329	321	52	49	49
Number Scoring 85–100	201	228	220	14	17	18
Percentage of Tested Scoring 55–100	98%	97%	96%	92%	87%	87%
Percentage of Tested Scoring 65–100	96%	95%	94%	85%	73%	80%
Percentage of Tested Scoring 85–100	61%	66%	65%	23%	25%	30%
<b>Mathematics A</b>						
Number Tested	34	405	407	15	89	83
Number Scoring 55–100	19	377	374	8	74	59
Number Scoring 65–100	10	348	340	5	61	46
Number Scoring 85–100	0	180	124	0	12	7
Percentage of Tested Scoring 55–100	56%	93%	92%	53%	83%	71%
Percentage of Tested Scoring 65–100	29%	86%	84%	33%	69%	55%
Percentage of Tested Scoring 85–100	0%	44%	30%	0%	13%	8%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	278	0	0	25
Number Scoring 55–100	0	0	264	0	0	22
Number Scoring 65–100	0	0	249	0	0	22
Number Scoring 85–100	0	0	67	0	0	2
Percentage of Tested Scoring 55–100	0%	0%	95%	0%	0%	88%
Percentage of Tested Scoring 65–100	0%	0%	90%	0%	0%	88%
Percentage of Tested Scoring 85–100	0%	0%	24%	0%	0%	8%
<b>Global History and Geography</b>						
Number Tested	342	336	350	59	58	60
Number Scoring 55–100	338	332	340	55	56	52
Number Scoring 65–100	336	330	336	54	55	48
Number Scoring 85–100	228	201	223	15	13	20
Percentage of Tested Scoring 55–100	99%	99%	97%	93%	97%	87%
Percentage of Tested Scoring 65–100	98%	98%	96%	92%	95%	80%
Percentage of Tested Scoring 85–100	67%	60%	64%	25%	22%	33%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	338	341	339	63	57	57
Number Scoring 55–100	329	335	336	55	53	56
Number Scoring 65–100	323	328	333	52	49	53
Number Scoring 85–100	219	191	263	21	12	32
Percentage of Tested Scoring 55–100	97%	98%	99%	87%	93%	98%
Percentage of Tested Scoring 65–100	96%	96%	98%	83%	86%	93%
Percentage of Tested Scoring 85–100	65%	56%	78%	33%	21%	56%

(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	282	324	337	42	47	48
Number Scoring 55–100	282	324	333	42	47	44
Number Scoring 65–100	278	324	326	38	47	40
Number Scoring 85–100	63	144	179	0	6	7
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	92%
Percentage of Tested Scoring 65–100	99%	100%	97%	90%	100%	83%
Percentage of Tested Scoring 85–100	22%	44%	53%	0%	13%	15%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	253	236	321	49	42	59
Number Scoring 55–100	251	235	315	48	42	56
Number Scoring 65–100	248	235	307	46	42	51
Number Scoring 85–100	123	99	170	13	5	15
Percentage of Tested Scoring 55–100	99%	100%	98%	98%	100%	95%
Percentage of Tested Scoring 65–100	98%	100%	96%	94%	100%	86%
Percentage of Tested Scoring 85–100	49%	42%	53%	27%	12%	25%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		257	299		24	30
Number Scoring 55–100		255	295		23	30
Number Scoring 65–100		231	268		18	26
Number Scoring 85–100		43	78		0	4
Percentage of Tested Scoring 55–100		99%	99%		96%	100%
Percentage of Tested Scoring 65–100		90%	90%		75%	87%
Percentage of Tested Scoring 85–100		17%	26%		0%	13%
<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	115	93	88	4	7	6
Number Scoring 55–100	115	92	88	#	7	6
Number Scoring 65–100	115	90	87	#	6	6
Number Scoring 85–100	82	44	63	#	1	2
Percentage of Tested Scoring 55–100	100%	99%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	100%	97%	99%	#	86%	100%
Percentage of Tested Scoring 85–100	71%	47%	72%	#	14%	33%
<b>Comprehensive Italian</b>						
Number Tested	1	1	0	0	0	0
Number Scoring 55–100	#	#	0	0	0	0
Number Scoring 65–100	#	#	0	0	0	0
Number Scoring 85–100	#	#	0	0	0	0
Percentage of Tested Scoring 55–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	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	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	165	217	213	15	23	17
Number Scoring 55–100	165	215	213	15	23	17
Number Scoring 65–100	165	215	213	15	23	17
Number Scoring 85–100	146	168	172	9	8	8
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 85–100	88%	77%	81%	60%	35%	47%
<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	306	50	0	29	0	0
Number Scoring 55–100	299	49	0	27	0	0
Number Scoring 65–100	288	49	0	24	0	0
Number Scoring 85–100	179	48	0	9	0	0
Percentage of Tested Scoring 55–100	98%	98%	0%	93%	0%	0%
Percentage of Tested Scoring 65–100	94%	98%	0%	83%	0%	0%
Percentage of Tested Scoring 85–100	58%	96%	0%	31%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	304	264	1	24	24	0
Number Scoring 55–100	297	256	#	24	24	0
Number Scoring 65–100	284	250	#	23	22	0
Number Scoring 85–100	185	163	#	6	5	0
Percentage of Tested Scoring 55–100	98%	97%	#	100%	100%	0%
Percentage of Tested Scoring 65–100	93%	95%	#	96%	92%	0%
Percentage of Tested Scoring 85–100	61%	62%	#	25%	21%	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	7	100%	7	100%	5	100%
Students with Disabilities	11	100%	9	89%	12	58%

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	273	273	273	54	54	54	327	327	327
Number Scoring 55–64	0	0	4	1	1	3	1	1	7
Number Scoring 65–84	64	93	97	33	33	35	97	126	132
Number Scoring 85–100	205	177	168	15	10	13	220	187	181
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)