

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-01-01-03-0004

Grade Range : 9-12

Name: John Jay High School

Principal: Richard Leprine

## 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	288	289	328
Tenth	265	285	285
Eleventh	218	251	283
Twelfth	229	211	257
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1000	1036	1153

## 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	10	1.0%	12	1.2%	19	1.6%
Black (Not Hispanic)	10	1.0%	18	1.7%	21	1.8%
Hispanic	10	1.0%	15	1.4%	17	1.5%
White (Not Hispanic)	970	97.0%	991	95.7%	1096	95.1%

## 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	21
Mathematics Grade 10	23	20	22
Science Grade 10	21	19	20
Social Studies Grade 10	22	22	21

(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	13	1.3%	10	1.0%	19	1.7%
Eligible for Free Lunch	6	0.6%	2	0.2%	3	0.3%

### 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		98.2%		96.6%		97.8%
Student Suspensions	123	12.4%	105	10.5%	101	9.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.4%	0.1%	0.3%
Public Assistance	None	None	None
Student Stability	100%	97%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	90
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	8
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	211	178	84%	189	145	77%	223	173	78%
Students with Disabilities	17	4	24%	16	2	12%	25	7	28%
All Students	228	182	80%	205	147	72%	248	180	73%

\*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	215	14	0	2	5	12
Percent	87%	6%	0%	1%	2%	5%

## 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)
25	7	0	25

\*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			3		1	
	Entered GED Program*			1		1	
	Total Noncompleters			4		2	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	5	0.5%	3	0.3%	2	0.2%
	Entered GED Program*	1	0.1%	1	0.1%	1	0.1%
	Total Noncompleters	6	0.6%	4	0.4%	3	0.3%

\*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		254	0
	Number of Students with Disabilities		37	0
	Number of All Students		291	0
	Percent of Enrollment		28%	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%	2	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	26	96%	10	100%

### 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%	5	100%	3	#

(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	#	2	#	1	#
Science	3	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	1	#	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	16	81%	11	91%	16	100%
Science	4	#	0	0%	3	#
Reading	4	#	1	#	3	#
Writing	4	#	1	#	2	#
Global Studies	3	#	2	#	5	100%
U.S. Hist & Gov't	2	#	3	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	208	255	280	24	28	46
Number Scoring 55–100	207	254	277	23	27	44
Number Scoring 65–100	199	252	274	18	25	42
Number Scoring 85–100	91	170	200	2	6	15
Percentage of Tested Scoring 55–100	100%	100%	99%	96%	96%	96%
Percentage of Tested Scoring 65–100	96%	99%	98%	75%	89%	91%
Percentage of Tested Scoring 85–100	44%	67%	71%	8%	21%	33%
<b>Mathematics A</b>						
Number Tested	11	275	313	9	44	46
Number Scoring 55–100	0	257	298	0	33	35
Number Scoring 65–100	0	241	288	0	23	28
Number Scoring 85–100	0	155	106	0	6	2
Percentage of Tested Scoring 55–100	0%	93%	95%	0%	75%	76%
Percentage of Tested Scoring 65–100	0%	88%	92%	0%	52%	61%
Percentage of Tested Scoring 85–100	0%	56%	34%	0%	14%	4%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	198	0	0	12
Number Scoring 55–100	0	0	178	0	0	10
Number Scoring 65–100	0	0	156	0	0	7
Number Scoring 85–100	0	0	34	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	90%	0%	0%	83%
Percentage of Tested Scoring 65–100	0%	0%	79%	0%	0%	58%
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	8%
<b>Global History and Geography</b>						
Number Tested	257	272	280	32	40	32
Number Scoring 55–100	257	270	278	32	40	31
Number Scoring 65–100	254	268	272	29	38	29
Number Scoring 85–100	173	170	165	7	9	6
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	100%	97%
Percentage of Tested Scoring 65–100	99%	99%	97%	91%	95%	91%
Percentage of Tested Scoring 85–100	67%	62%	59%	22%	23%	19%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	196	249	282	23	24	47
Number Scoring 55–100	192	246	279	22	22	46
Number Scoring 65–100	189	238	276	20	18	45
Number Scoring 85–100	127	126	204	6	3	22
Percentage of Tested Scoring 55–100	98%	99%	99%	96%	92%	98%
Percentage of Tested Scoring 65–100	96%	96%	98%	87%	75%	96%
Percentage of Tested Scoring 85–100	65%	51%	72%	26%	12%	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	224	230	277	9	17	18
Number Scoring 55–100	224	230	274	9	17	18
Number Scoring 65–100	224	230	273	9	17	18
Number Scoring 85–100	85	92	150	3	0	5
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 85–100	38%	40%	54%	33%	0%	28%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	192	195	207	33	32	27
Number Scoring 55–100	188	194	201	30	32	26
Number Scoring 65–100	180	191	195	29	31	24
Number Scoring 85–100	79	97	106	3	10	4
Percentage of Tested Scoring 55–100	98%	99%	97%	91%	100%	96%
Percentage of Tested Scoring 65–100	94%	98%	94%	88%	97%	89%
Percentage of Tested Scoring 85–100	41%	50%	51%	9%	31%	15%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		201	227		3	13
Number Scoring 55–100		198	224		#	12
Number Scoring 65–100		182	196		#	9
Number Scoring 85–100		41	44		#	1
Percentage of Tested Scoring 55–100		99%	99%		#	92%
Percentage of Tested Scoring 65–100		91%	86%		#	69%
Percentage of Tested Scoring 85–100		20%	19%		#	8%
<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	64	57	65	2	0	2
Number Scoring 55–100	64	57	65	#	0	#
Number Scoring 65–100	63	57	65	#	0	#
Number Scoring 85–100	52	43	55	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	98%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	81%	75%	85%	#	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	116	118	131	4	2	7
Number Scoring 55–100	116	118	131	#	#	7
Number Scoring 65–100	116	117	131	#	#	7
Number Scoring 85–100	92	87	103	#	#	4
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	100%	99%	100%	#	#	100%
Percentage of Tested Scoring 85–100	79%	74%	79%	#	#	57%
<b>Comprehensive Latin</b>						
Number Tested	18	31	20	0	1	0
Number Scoring 55–100	18	31	20	0	#	0
Number Scoring 65–100	18	31	20	0	#	0
Number Scoring 85–100	16	27	18	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	89%	87%	90%	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	247	6	0	21	1	0
Number Scoring 55–100	226	4	0	15	#	0
Number Scoring 65–100	211	2	0	14	#	0
Number Scoring 85–100	116	1	0	1	#	0
Percentage of Tested Scoring 55–100	91%	67%	0%	71%	#	0%
Percentage of Tested Scoring 65–100	85%	33%	0%	67%	#	0%
Percentage of Tested Scoring 85–100	47%	17%	0%	5%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	192	213	2	10	6	1
Number Scoring 55–100	185	207	#	7	5	#
Number Scoring 65–100	173	200	#	6	5	#
Number Scoring 85–100	84	114	#	2	2	#
Percentage of Tested Scoring 55–100	96%	97%	#	70%	83%	#
Percentage of Tested Scoring 65–100	90%	94%	#	60%	83%	#
Percentage of Tested Scoring 85–100	44%	54%	#	20%	33%	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	27	100%	31	100%	34	100%
Students with Disabilities	3	#	13	100%	18	100%

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	213	213	213	26	26	26	239	239	239
Number Scoring 55–64	0	2	3	1	5	0	1	7	3
Number Scoring 65–84	54	89	95	19	15	19	73	104	114
Number Scoring 85–100	158	120	115	6	5	3	164	125	118
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)