

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-53-07-0007

Grade Range : 9-12

Name: John F. Kennedy High School

Principal: Lorraine Poppe

## 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	282	268	331
Tenth	222	285	263
Eleventh	254	218	285
Twelfth	230	251	218
Ungraded Secondary	0	0	0
Total K-12 Enrollment	988	1022	1097

## 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	17	1.7%	13	1.3%	18	1.6%
Black (Not Hispanic)	4	0.4%	5	0.5%	6	0.5%
Hispanic	23	2.3%	7	0.7%	6	0.5%
White (Not Hispanic)	944	95.5%	997	97.6%	1067	97.3%

## 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	25	26	24
Mathematics Grade 10	24	22	22
Science Grade 10	24	23	19
Social Studies Grade 10	26	26	24

(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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	8	0.8%	3	0.3%	8	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		95.5%		95.4%		95.3%
Student Suspensions	27	2.9%	34	3.4%	44	4.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.2%	0.3%	0.5%
Public Assistance	None	None	None
Student Stability	94%	99%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	64
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	206	186	90%	229	205	90%	211	200	95%
Students with Disabilities	21	4	19%	19	8	42%	14	11	79%
All Students	227	190	84%	248	213	86%	225	211	94%

\*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	192	30	1	0	2	0
Percent	85%	13%	0%	0%	1%	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)
14	11	0	14

\*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			46		3	
	Entered GED Program*			0		0	
	Total Noncompleters			46		3	
Students with Disabilities	Dropped Out			4		0	
	Entered GED Program*			0		0	
	Total Noncompleters			4		0	
All Students	Dropped Out	2	0.2%	50	4.9%	3	0.3%
	Entered GED Program*	2	0.2%	0	0.0%	0	0.0%
	Total Noncompleters	4	0.4%	50	4.9%	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		702	1012
	Number of Students with Disabilities		69	85
	Number of All Students		771	1097
	Percent of Enrollment		75%	100%

## 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%	2	#	19	95%
Science	2	#	1	#	9	89%
Reading	0	0%	0	0%	6	50%
Writing	0	0%	0	0%	6	50%
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	2	#	2	#	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	11	64%	2	#
Science	10	40%	12	58%	9	78%
Reading	0	0%	0	0%	7	29%
Writing	1	#	0	0%	7	29%
Global Studies	3	#	10	60%	9	78%
U.S. Hist & Gov't	0	0%	0	0%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	250	211	281	22	10	33
Number Scoring 55–100	250	209	278	22	10	30
Number Scoring 65–100	244	208	273	17	10	28
Number Scoring 85–100	125	145	189	2	0	7
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	100%	91%
Percentage of Tested Scoring 65–100	98%	99%	97%	77%	100%	85%
Percentage of Tested Scoring 85–100	50%	69%	67%	9%	0%	21%
<b>Mathematics A</b>						
Number Tested	0	294	268	0	32	20
Number Scoring 55–100	0	274	249	0	21	14
Number Scoring 65–100	0	264	241	0	19	13
Number Scoring 85–100	0	154	106	0	1	2
Percentage of Tested Scoring 55–100	0%	93%	93%	0%	66%	70%
Percentage of Tested Scoring 65–100	0%	90%	90%	0%	59%	65%
Percentage of Tested Scoring 85–100	0%	52%	40%	0%	3%	10%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	238	0	0	14
Number Scoring 55–100	0	0	228	0	0	14
Number Scoring 65–100	0	0	216	0	0	12
Number Scoring 85–100	0	0	45	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	100%
Percentage of Tested Scoring 65–100	0%	0%	91%	0%	0%	86%
Percentage of Tested Scoring 85–100	0%	0%	19%	0%	0%	7%
<b>Global History and Geography</b>						
Number Tested	219	277	260	19	33	28
Number Scoring 55–100	217	275	255	18	32	24
Number Scoring 65–100	212	264	247	17	26	18
Number Scoring 85–100	160	146	174	7	3	4
Percentage of Tested Scoring 55–100	99%	99%	98%	95%	97%	86%
Percentage of Tested Scoring 65–100	97%	95%	95%	89%	79%	64%
Percentage of Tested Scoring 85–100	73%	53%	67%	37%	9%	14%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	250	211	286	24	11	33
Number Scoring 55–100	246	208	280	24	11	29
Number Scoring 65–100	233	202	278	23	9	29
Number Scoring 85–100	139	113	200	10	1	10
Percentage of Tested Scoring 55–100	98%	99%	98%	100%	100%	88%
Percentage of Tested Scoring 65–100	93%	96%	97%	96%	82%	88%
Percentage of Tested Scoring 85–100	56%	54%	70%	42%	9%	30%

(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	208	290	268	14	34	21
Number Scoring 55–100	208	289	268	14	33	21
Number Scoring 65–100	208	289	268	14	33	21
Number Scoring 85–100	125	162	156	3	4	1
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	97%	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	100%	97%	100%
Percentage of Tested Scoring 85–100	60%	56%	58%	21%	12%	5%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	192	158	210	32	25	22
Number Scoring 55–100	172	154	206	25	22	19
Number Scoring 65–100	160	148	191	22	18	13
Number Scoring 85–100	49	46	75	3	1	4
Percentage of Tested Scoring 55–100	90%	97%	98%	78%	88%	86%
Percentage of Tested Scoring 65–100	83%	94%	91%	69%	72%	59%
Percentage of Tested Scoring 85–100	26%	29%	36%	9%	4%	18%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		193	254		7	20
Number Scoring 55–100		191	248		7	19
Number Scoring 65–100		176	223		5	13
Number Scoring 85–100		55	71		0	1
Percentage of Tested Scoring 55–100		99%	98%		100%	95%
Percentage of Tested Scoring 65–100		91%	88%		71%	65%
Percentage of Tested Scoring 85–100		28%	28%		0%	5%
<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	23	11	10	0	0	1
Number Scoring 55–100	23	11	10	0	0	#
Number Scoring 65–100	23	11	10	0	0	#
Number Scoring 85–100	16	7	8	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	70%	64%	80%	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	13	8	22	0	0	0
Number Scoring 55–100	13	8	22	0	0	0
Number Scoring 65–100	13	8	22	0	0	0
Number Scoring 85–100	12	6	10	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	92%	75%	45%	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	157	216	207	8	10	11
Number Scoring 55–100	157	216	207	8	10	11
Number Scoring 65–100	155	215	207	8	10	11
Number Scoring 85–100	133	176	180	4	4	7
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 85–100	85%	81%	87%	50%	40%	64%
<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	239	18	0	21	8	0
Number Scoring 55–100	221	13	0	13	6	0
Number Scoring 65–100	215	10	0	12	5	0
Number Scoring 85–100	167	2	0	3	1	0
Percentage of Tested Scoring 55–100	92%	72%	0%	62%	75%	0%
Percentage of Tested Scoring 65–100	90%	56%	0%	57%	62%	0%
Percentage of Tested Scoring 85–100	70%	11%	0%	14%	12%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	232	213	0	16	7	0
Number Scoring 55–100	218	206	0	15	7	0
Number Scoring 65–100	207	201	0	14	5	0
Number Scoring 85–100	138	143	0	6	2	0
Percentage of Tested Scoring 55–100	94%	97%	0%	94%	100%	0%
Percentage of Tested Scoring 65–100	89%	94%	0%	88%	71%	0%
Percentage of Tested Scoring 85–100	59%	67%	0%	38%	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	1	#	0	0%	0	0%
Students with Disabilities	2	#	0	0%	0	0%

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	201	201	201	11	11	11	212	212	212
Number Scoring 55–64	1	2	0	0	2	0	1	4	0
Number Scoring 65–84	42	85	54	9	8	8	51	93	62
Number Scoring 85–100	158	113	147	2	1	3	160	114	150
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)