

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-07-09-03-0004

Grade Range : 9-12

Name: John F. Kennedy Senior High School

Principal: Stephen Bovino

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	135	103	117
Tenth	103	123	100
Eleventh	107	96	123
Twelfth	91	104	97
Ungraded Secondary	0	0	0
Total K-12 Enrollment	436	426	437

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	2	0.5%	1	0.2%	5	1.1%
Black (Not Hispanic)	6	1.4%	5	1.2%	5	1.1%
Hispanic	1	0.2%	3	0.7%	4	0.9%
White (Not Hispanic)	427	97.9%	417	97.9%	423	96.8%

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	15	17	23
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	19	24
Mathematics Grade 10	0	22	17
Science Grade 10	0	20	0
Social Studies Grade 10	20	20	20

(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
51	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 higher 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	1	0.2%	2	0.5%	5	1.1%
Eligible for Free Lunch	57	13.1%	52	12.2%	71	16.3%

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		94.6%		95.7%		96.3%
Student Suspensions	30	7.1%	30	6.9%	41	9.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.2%	15.3%	16.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	97%	97%

Staff Counts

Staff	2002–2003
Total Teachers	38
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	75	55	73%	99	72	73%	78	66	85%
Students with Disabilities	10	0	0%	3	0	0%	5	2	40%
All Students	85	55	65%	102	72	71%	83	68	82%

*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	37	37	1	0	8	0
Percent	45%	45%	1%	0%	10%	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)
5	2	0	5

*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			7		9	
	Entered GED Program*			0		1	
	Total Noncompleters			7		10	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	13	3.0%	7	1.6%	10	2.3%
	Entered GED Program*	1	0.2%	0	0.0%	1	0.2%
	Total Noncompleters	14	3.2%	7	1.6%	11	2.5%

*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		148	0
	Number of Students with Disabilities		8	0
	Number of All Students		156	0
	Percent of Enrollment		37%	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%	11	82%	7	86%
Science	0	0%	8	50%	2	#
Reading	3	#	9	100%	5	100%
Writing	0	0%	9	100%	0	0%
Global Studies	1	#	7	71%	3	#
U.S. Hist & Gov't	1	#	3	#	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	10	100%
Science	4	#	1	#	4	#
Reading	1	#	2	#	11	82%
Writing	2	#	1	#	0	0%
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	0	0%	0	0%	8	12%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	105	79	120	6	0	14
Number Scoring 55–100	102	70	104	4	0	4
Number Scoring 65–100	97	64	91	2	0	2
Number Scoring 85–100	13	7	24	0	0	0
Percentage of Tested Scoring 55–100	97%	89%	87%	67%	0%	29%
Percentage of Tested Scoring 65–100	92%	81%	76%	33%	0%	14%
Percentage of Tested Scoring 85–100	12%	9%	20%	0%	0%	0%
Mathematics A						
Number Tested	1	124	128	0	1	17
Number Scoring 55–100	#	92	97	0	#	5
Number Scoring 65–100	#	83	80	0	#	3
Number Scoring 85–100	#	16	9	0	#	0
Percentage of Tested Scoring 55–100	#	74%	76%	0%	#	29%
Percentage of Tested Scoring 65–100	#	67%	62%	0%	#	18%
Percentage of Tested Scoring 85–100	#	13%	7%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	55	80	0	0	1
Number Scoring 55–100	0	51	33	0	0	#
Number Scoring 65–100	0	49	28	0	0	#
Number Scoring 85–100	0	26	2	0	0	#
Percentage of Tested Scoring 55–100	0%	93%	41%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	89%	35%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	47%	3%	0%	0%	#
Global History and Geography						
Number Tested	93	123	104	8	1	12
Number Scoring 55–100	91	115	99	7	#	11
Number Scoring 65–100	86	107	93	5	#	10
Number Scoring 85–100	20	15	17	0	#	2
Percentage of Tested Scoring 55–100	98%	93%	95%	88%	#	92%
Percentage of Tested Scoring 65–100	92%	87%	89%	62%	#	83%
Percentage of Tested Scoring 85–100	22%	12%	16%	0%	#	17%
U.S. History and Government (first administered June 2001)						
Number Tested	103	95	122	6	0	15
Number Scoring 55–100	97	88	116	6	0	13
Number Scoring 65–100	84	84	106	1	0	9
Number Scoring 85–100	32	14	26	1	0	1
Percentage of Tested Scoring 55–100	94%	93%	95%	100%	0%	87%
Percentage of Tested Scoring 65–100	82%	88%	87%	17%	0%	60%
Percentage of Tested Scoring 85–100	31%	15%	21%	17%	0%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	76	57	95	1	1	11
Number Scoring 55–100	76	57	91	#	#	8
Number Scoring 65–100	73	57	86	#	#	6
Number Scoring 85–100	24	11	7	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	96%	#	#	73%
Percentage of Tested Scoring 65–100	96%	100%	91%	#	#	55%
Percentage of Tested Scoring 85–100	32%	19%	7%	#	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	98	131	109	8	4	12
Number Scoring 55–100	90	120	102	8	#	9
Number Scoring 65–100	78	104	91	5	#	8
Number Scoring 85–100	15	17	24	0	#	1
Percentage of Tested Scoring 55–100	92%	92%	94%	100%	#	75%
Percentage of Tested Scoring 65–100	80%	79%	83%	62%	#	67%
Percentage of Tested Scoring 85–100	15%	13%	22%	0%	#	8%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		58	58		0	1
Number Scoring 55–100		56	50		0	#
Number Scoring 65–100		47	33		0	#
Number Scoring 85–100		4	2		0	#
Percentage of Tested Scoring 55–100		97%	86%		0%	#
Percentage of Tested Scoring 65–100		81%	57%		0%	#
Percentage of Tested Scoring 85–100		7%	3%		0%	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	14	10	30	0	0	0
Number Scoring 55–100	14	10	30	0	0	0
Number Scoring 65–100	14	10	29	0	0	0
Number Scoring 85–100	6	5	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	50%	27%	0%	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	45	0	21	0	0	0
Number Scoring 55–100	44	0	21	0	0	0
Number Scoring 65–100	43	0	21	0	0	0
Number Scoring 85–100	20	0	7	0	0	0
Percentage of Tested Scoring 55–100	98%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	44%	0%	33%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	89	106	3	2	0	0
Number Scoring 55–100	71	78	#	#	0	0
Number Scoring 65–100	65	70	#	#	0	0
Number Scoring 85–100	24	17	#	#	0	0
Percentage of Tested Scoring 55–100	80%	74%	#	#	0%	0%
Percentage of Tested Scoring 65–100	73%	66%	#	#	0%	0%
Percentage of Tested Scoring 85–100	27%	16%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	55	55	4	0	0	0
Number Scoring 55–100	55	51	#	0	0	0
Number Scoring 65–100	53	49	#	0	0	0
Number Scoring 85–100	30	26	#	0	0	0
Percentage of Tested Scoring 55–100	100%	93%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	89%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	47%	#	0%	0%	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	39	100%	81	96%	61	95%
Students with Disabilities	3	#	2	#	13	77%

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
Nov 2002	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 2003	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
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	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	87	87	87	6	6	6	93	93	93
Number Scoring 55–64	0	1	0	1	1	1	1	2	1
Number Scoring 65–84	64	68	61	5	3	5	69	71	66
Number Scoring 85–100	23	14	24	0	0	0	23	14	24
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)