

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-53-07-0007  
 Name: John F. Kennedy High School  
 Principal: Lorraine Poppe

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	268	331	335
Tenth	285	263	329
Eleventh	218	285	259
Twelfth	251	218	282
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1022	1097	1205

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	13	1.3%	18	1.6%	19	1.6%
Black (Not Hispanic)	5	0.5%	6	0.5%	7	0.6%
Hispanic	7	0.7%	6	0.5%	6	0.5%
White (Not Hispanic)	997	97.6%	1067	97.3%	1173	97.3%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	26	24	23
Mathematics Grade 10	22	22	23
Science Grade 10	23	19	23
Social Studies Grade 10	26	24	23

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	3	0.3%	8	0.7%	2	0.2%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.4%		95.3%		95.3%
Student Suspensions	34	3.4%	44	4.3%	67	6.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.3%	0.5%	0.3%
Public Assistance	None	None	None
Student Stability	99%	100%	100%

### Staff Counts

Staff	2003-04
Total Teachers	69
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	229	205	90%	211	200	95%	241	224	93%
Students with Disabilities	19	8	42%	14	11	79%	27	14	52%
All Students	248	213	86%	225	211	94%	268	238	89%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	226	41	0	0	0	1
Percent	84%	15%	0%	0%	0%	0%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
27	14	0	27

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	46		3		7	0.6%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	46		3		7	0.6%
Students with Disabilities	Dropped Out	4		0		1	1.1%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	4		0		1	1.1%
All Students	Dropped Out	50	4.9%	3	0.3%	8	0.7%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	50	4.9%	3	0.3%	8	0.7%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	702	1012	1108
	Number of Students with Disabilities	69	85	97
	Number of All Students	771	1097	1205
	Percent of Enrollment	75%	100%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	19	95%	2	#
Science	1	#	9	89%	2	#
Reading	0	0%	6	50%	0	0%
Writing	0	0%	6	50%	0	0%
Global Studies	0	0%	2	#	4	#
U.S. Hist & Gov't	2	#	3	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	64%	2	#	2	#
Science	12	58%	9	78%	2	#
Reading	0	0%	7	29%	1	#
Writing	0	0%	7	29%	2	#
Global Studies	10	60%	9	78%	10	90%
U.S. Hist & Gov't	0	0%	4	#	6	83%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	211	281	256	10	33	23
Number Scoring 55-100	209	278	256	10	30	23
Number Scoring 65-100	208	273	254	10	28	22
Number Scoring 85-100	145	189	202	0	7	6
Percentage of Tested Scoring 55-100	99%	99%	100%	100%	91%	100%
Percentage of Tested Scoring 65-100	99%	97%	99%	100%	85%	96%
Percentage of Tested Scoring 85-100	69%	67%	79%	0%	21%	26%
<b>Mathematics A</b>						
Number Tested	294	268	511	32	20	33
Number Scoring 55-100	274	249	501	21	14	30
Number Scoring 65-100	264	241	487	19	13	24
Number Scoring 85-100	154	106	233	1	2	5
Percentage of Tested Scoring 55-100	93%	93%	98%	66%	70%	91%
Percentage of Tested Scoring 65-100	90%	90%	95%	59%	65%	73%
Percentage of Tested Scoring 85-100	52%	40%	46%	3%	10%	15%
<b>Mathematics B</b>						
Number Tested	0	238	247	0	14	8
Number Scoring 55-100	0	228	242	0	14	8
Number Scoring 65-100	0	216	229	0	12	7
Number Scoring 85-100	0	45	103	0	1	1
Percentage of Tested Scoring 55-100	0%	96%	98%	0%	100%	100%
Percentage of Tested Scoring 65-100	0%	91%	93%	0%	86%	88%
Percentage of Tested Scoring 85-100	0%	19%	42%	0%	7%	12%
<b>Global History and Geography</b>						
Number Tested	277	260	332	33	28	25
Number Scoring 55-100	275	255	319	32	24	18
Number Scoring 65-100	264	247	307	26	18	15
Number Scoring 85-100	146	174	204	3	4	5
Percentage of Tested Scoring 55-100	99%	98%	96%	97%	86%	72%
Percentage of Tested Scoring 65-100	95%	95%	92%	79%	64%	60%
Percentage of Tested Scoring 85-100	53%	67%	61%	9%	14%	20%
<b>U.S. History and Government</b>						
Number Tested	211	286	252	11	33	22
Number Scoring 55-100	208	280	248	11	29	19
Number Scoring 65-100	202	278	245	9	29	16
Number Scoring 85-100	113	200	180	1	10	5
Percentage of Tested Scoring 55-100	99%	98%	98%	100%	88%	86%
Percentage of Tested Scoring 65-100	96%	97%	97%	82%	88%	73%
Percentage of Tested Scoring 85-100	54%	70%	71%	9%	30%	23%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	290	268	320	34	21	19
Number Scoring 55-100	289	268	316	33	21	16
Number Scoring 65-100	289	268	313	33	21	16
Number Scoring 85-100	162	156	164	4	1	2
Percentage of Tested Scoring 55-100	100%	100%	99%	97%	100%	84%
Percentage of Tested Scoring 65-100	100%	100%	98%	97%	100%	84%
Percentage of Tested Scoring 85-100	56%	58%	51%	12%	5%	11%
<b>Physical Setting/Earth Science</b>						
Number Tested	158	210	214	25	22	25
Number Scoring 55-100	154	206	199	22	19	20
Number Scoring 65-100	148	191	180	18	13	17
Number Scoring 85-100	46	75	31	1	4	1
Percentage of Tested Scoring 55-100	97%	98%	93%	88%	86%	80%
Percentage of Tested Scoring 65-100	94%	91%	84%	72%	59%	68%
Percentage of Tested Scoring 85-100	29%	36%	14%	4%	18%	4%
<b>Physical Setting/Chemistry</b>						
Number Tested	193	254	240	7	20	11
Number Scoring 55-100	191	248	238	7	19	11
Number Scoring 65-100	176	223	223	5	13	6
Number Scoring 85-100	55	71	86	0	1	1
Percentage of Tested Scoring 55-100	99%	98%	99%	100%	95%	100%
Percentage of Tested Scoring 65-100	91%	88%	93%	71%	65%	55%
Percentage of Tested Scoring 85-100	28%	28%	36%	0%	5%	9%
<b>Physical Setting/Physics</b>						
Number Tested			16			0
Number Scoring 55-100			16			0
Number Scoring 65-100			16			0
Number Scoring 85-100			6			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			38%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	11	10	10	0	1	0
Number Scoring 55-100	11	10	10	0	#	0
Number Scoring 65-100	11	10	10	0	#	0
Number Scoring 85-100	7	8	10	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	64%	80%	100%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	8	22	23	0	0	1
Number Scoring 55-100	8	22	23	0	0	#
Number Scoring 65-100	8	22	23	0	0	#
Number Scoring 85-100	6	10	17	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	75%	45%	74%	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	1	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	216	207	242	10	11	5
Number Scoring 55-100	216	207	242	10	11	5
Number Scoring 65-100	215	207	242	10	11	5
Number Scoring 85-100	176	180	201	4	7	3
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 85-100	81%	87%	83%	40%	64%	60%
<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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	213	0	0	7	0	0
Number Scoring 55-100	206	0	0	7	0	0
Number Scoring 65-100	201	0	0	5	0	0
Number Scoring 85-100	143	0	0	2	0	0
Percentage of Tested Scoring 55-100	97%	0%	0%	100%	0%	0%
Percentage of Tested Scoring 65-100	94%	0%	0%	71%	0%	0%
Percentage of Tested Scoring 85-100	67%	0%	0%	29%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	2	#
Students with Disabilities	0	0%	0	0%	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 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	246	246	246	30	30	30	276	276	276
Number Scoring 55–64	2	0	2	3	0	0	5	0	2
Number Scoring 65–84	91	55	73	22	18	24	113	73	97
Number Scoring 85–100	141	187	167	3	10	5	144	197	172
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)