

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-01-01-03-0004
 Name: John Jay High School
 Principal: Richard Leprine

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	289	328	334
Tenth	285	285	321
Eleventh	251	283	269
Twelfth	211	257	284
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1036	1153	1208

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	12	1.2%	19	1.6%	23	1.9%
Black (Not Hispanic)	18	1.7%	21	1.8%	19	1.6%
Hispanic	15	1.4%	17	1.5%	20	1.7%
White (Not Hispanic)	991	95.7%	1096	95.1%	1146	94.9%

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	22	21	26
Mathematics Grade 10	20	22	19
Science Grade 10	19	20	18
Social Studies Grade 10	22	21	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	10	1.0%	19	1.7%	13	1.1%
Eligible for Free Lunch	2	0.2%	3	0.3%	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		96.6%		97.8%		97.3%
Student Suspensions	105	10.5%	101	9.8%	101	8.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	0.1%	0.3%	0.1%
Public Assistance	None	None	None
Student Stability	97%	98%	100%

Staff Counts

Staff	2003-04
Total Teachers	89
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	8

*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	189	145	77%	223	173	78%	224	186	83%
Students with Disabilities	16	2	12%	25	7	28%	45	9	20%
All Students	205	147	72%	248	180	73%	269	195	72%

*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	242	18	0	1	0	8
Percent	90%	7%	0%	0%	0%	3%

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)
45	9	0	45

*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	3		1		6	0.6%
	Entered GED Program*	1		1		0	0.0%
	Total Noncompleters	4		2		6	0.6%
Students with Disabilities	Dropped Out	0		1		2	1.2%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		2	1.2%
All Students	Dropped Out	3	0.3%	2	0.2%	8	0.7%
	Entered GED Program*	1	0.1%	1	0.1%	0	0.0%
	Total Noncompleters	4	0.4%	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	254	0	297
	Number of Students with Disabilities	37	0	33
	Number of All Students	291	0	330
	Percent of Enrollment	28%	0%	27%

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; completion 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	2	#	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	26	96%	10	100%	1	#

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	255	280	268	28	46	30
Number Scoring 55-100	254	277	267	27	44	30
Number Scoring 65-100	252	274	263	25	42	27
Number Scoring 85-100	170	200	221	6	15	7
Percentage of Tested Scoring 55-100	100%	99%	100%	96%	96%	100%
Percentage of Tested Scoring 65-100	99%	98%	98%	89%	91%	90%
Percentage of Tested Scoring 85-100	67%	71%	82%	21%	33%	23%
Mathematics A						
Number Tested	275	313	313	44	46	39
Number Scoring 55-100	257	298	311	33	35	37
Number Scoring 65-100	241	288	301	23	28	30
Number Scoring 85-100	155	106	190	6	2	8
Percentage of Tested Scoring 55-100	93%	95%	99%	75%	76%	95%
Percentage of Tested Scoring 65-100	88%	92%	96%	52%	61%	77%
Percentage of Tested Scoring 85-100	56%	34%	61%	14%	4%	21%
Mathematics B						
Number Tested	0	198	249	0	12	12
Number Scoring 55-100	0	178	241	0	10	12
Number Scoring 65-100	0	156	228	0	7	12
Number Scoring 85-100	0	34	93	0	1	2
Percentage of Tested Scoring 55-100	0%	90%	97%	0%	83%	100%
Percentage of Tested Scoring 65-100	0%	79%	92%	0%	58%	100%
Percentage of Tested Scoring 85-100	0%	17%	37%	0%	8%	17%
Global History and Geography						
Number Tested	272	280	319	40	32	39
Number Scoring 55-100	270	278	314	40	31	34
Number Scoring 65-100	268	272	306	38	29	30
Number Scoring 85-100	170	165	227	9	6	13
Percentage of Tested Scoring 55-100	99%	99%	98%	100%	97%	87%
Percentage of Tested Scoring 65-100	99%	97%	96%	95%	91%	77%
Percentage of Tested Scoring 85-100	62%	59%	71%	23%	19%	33%
U.S. History and Government						
Number Tested	249	282	271	24	47	31
Number Scoring 55-100	246	279	267	22	46	29
Number Scoring 65-100	238	276	260	18	45	24
Number Scoring 85-100	126	204	203	3	22	11
Percentage of Tested Scoring 55-100	99%	99%	99%	92%	98%	94%
Percentage of Tested Scoring 65-100	96%	98%	96%	75%	96%	77%
Percentage of Tested Scoring 85-100	51%	72%	75%	12%	47%	35%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	230	277	285	17	18	16
Number Scoring 55-100	230	274	285	17	18	16
Number Scoring 65-100	230	273	285	17	18	16
Number Scoring 85-100	92	150	139	0	5	3
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	40%	54%	49%	0%	28%	19%
Physical Setting/Earth Science						
Number Tested	195	207	229	32	27	39
Number Scoring 55-100	194	201	223	32	26	38
Number Scoring 65-100	191	195	218	31	24	34
Number Scoring 85-100	97	106	85	10	4	8
Percentage of Tested Scoring 55-100	99%	97%	97%	100%	96%	97%
Percentage of Tested Scoring 65-100	98%	94%	95%	97%	89%	87%
Percentage of Tested Scoring 85-100	50%	51%	37%	31%	15%	21%
Physical Setting/Chemistry						
Number Tested	201	227	250	3	13	17
Number Scoring 55-100	198	224	248	#	12	17
Number Scoring 65-100	182	196	223	#	9	14
Number Scoring 85-100	41	44	62	#	1	3
Percentage of Tested Scoring 55-100	99%	99%	99%	#	92%	100%
Percentage of Tested Scoring 65-100	91%	86%	89%	#	69%	82%
Percentage of Tested Scoring 85-100	20%	19%	25%	#	8%	18%
Physical Setting/Physics						
Number Tested			155			4
Number Scoring 55-100			153			#
Number Scoring 65-100			144			#
Number Scoring 85-100			54			#
Percentage of Tested Scoring 55-100			99%			#
Percentage of Tested Scoring 65-100			93%			#
Percentage of Tested Scoring 85-100			35%			#

* 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
Comprehensive French						
Number Tested	57	65	82	0	2	1
Number Scoring 55-100	57	65	82	0	#	#
Number Scoring 65-100	57	65	82	0	#	#
Number Scoring 85-100	43	55	64	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	75%	85%	78%	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	118	131	153	2	7	3
Number Scoring 55-100	118	131	153	#	7	#
Number Scoring 65-100	117	131	153	#	7	#
Number Scoring 85-100	87	103	105	#	4	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65-100	99%	100%	100%	#	100%	#
Percentage of Tested Scoring 85-100	74%	79%	69%	#	57%	#
Comprehensive Latin						
Number Tested	31	20	34	1	0	1
Number Scoring 55-100	31	20	34	#	0	#
Number Scoring 65-100	31	20	34	#	0	#
Number Scoring 85-100	27	18	32	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	87%	90%	94%	#	0%	#

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	213	2	0	6	1	0
Number Scoring 55-100	207	#	0	5	#	0
Number Scoring 65-100	200	#	0	5	#	0
Number Scoring 85-100	114	#	0	2	#	0
Percentage of Tested Scoring 55-100	97%	#	0%	83%	#	0%
Percentage of Tested Scoring 65-100	94%	#	0%	83%	#	0%
Percentage of Tested Scoring 85-100	54%	#	0%	33%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	31	100%	34	100%	115	100%
Students with Disabilities	13	100%	18	100%	12	100%

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
Nov 2003	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 2004	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
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

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	225	225	225	45	45	45	270	270	270
Number Scoring 55–64	0	0	3	2	1	1	2	1	4
Number Scoring 65–84	65	46	80	31	22	29	96	68	109
Number Scoring 85–100	155	176	139	8	21	9	163	197	148
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			12			0
Beginning (0-18)			1			0
Intermediate (19-31)			6			0
Advanced (32-36)			5			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			13			0
Beginning (0-14)			4			0
Intermediate (15-24)			8			0
Advanced (25-32)			1			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)