

# 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	2002-03	2003-04	2004-05
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	328	334	362
Tenth	285	321	328
Eleventh	283	269	316
Twelfth	257	284	267
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1153	1208	1273

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	19	1.6%	23	1.9%	29	2.3%
Black (Not Hispanic)	21	1.8%	19	1.6%	19	1.5%
Hispanic	17	1.5%	20	1.7%	29	2.3%
White (Not Hispanic)	1096	95.1%	1146	94.9%	1196	94.0%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	21	26	23
Mathematics Grade 10	22	19	14
Science Grade 10	20	18	20
Social Studies Grade 10	21	24	22

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	19	1.7%	13	1.1%	17	1.3%
Eligible for Free Lunch	3	0.3%	2	0.2%	3	0.2%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		97.8%		97.3%		97.8%
Student Suspensions	101	9.8%	101	8.8%	94	7.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	0.3%	0.1%	0.2%
Public Assistance	None	None	None
Student Stability	98%	100%	100%

### Staff Counts

Staff	2004-05
Total Teachers	96
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	2

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	223	224	235
	Regents Diplomas	173	186	232
	% Regents Diplomas	78%	83%	99%
	Regents Diplomas with Advanced Designation**			189
	% Regents Diplomas with Advanced Designation			80%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	25	45	27
	Regents Diplomas	7	9	17
	% Regents Diplomas	28%	20%	63%
	Regents Diplomas with Advanced Designation**			6
	% Regents Diplomas with Advanced Designation			22%
	IEP Diplomas or Local Certificates	0	0	0
<b>All Students</b>	Total Graduates*	248	269	262
	Regents Diplomas	180	195	249
	% Regents Diplomas	73%	72%	95%
	Regents Diplomas with Advanced Designation**			195
	% Regents Diplomas with Advanced Designation			74%
	IEP Diplomas or Local Certificates	0	0	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	223	5	0	0	0	0	0	7
	<b>Percent</b>	95%	2%	0%	0%	0%	0%	0%	3%
<b>Students with Disabilities</b>	<b>Number</b>	16	7	0	0	0	0	0	4
	<b>Percent</b>	59%	26%	0%	0%	0%	0%	0%	15%
<b>All Students</b>	<b>Number</b>	239	12	0	0	0	0	0	11
	<b>Percent</b>	91%	5%	0%	0%	0%	0%	0%	4%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	1		6	0.6%	2	0.2%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	2		6	0.6%	2	0.2%
<b>Students with Disabilities</b>	Dropped Out	1		2	1.2%	3	1.8%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		2	1.2%	3	1.8%
<b>All Students</b>	Dropped Out	2	0.2%	8	0.7%	5	0.4%
	Entered GED Program*	1	0.1%	0	0.0%	0	0.0%
	Total Noncompleters	3	0.3%	8	0.7%	5	0.4%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	0	297	1122
	Number of Students with Disabilities	0	33	151
	Number of All Students	0	330	1273
	Percent of Enrollment	0%	27%	100%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	10	100%	1	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	3	#	0	0%	4	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	1	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	100%	11	100%	7	71%
Science	3	#	5	100%	8	75%
Reading	3	#	1	#	0	0%
Writing	2	#	1	#	0	0%
Global Studies	5	100%	4	#	8	88%
U.S. Hist & Gov't	2	#	2	#	5	60%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	280	268	308	46	30	43
Number Scoring 55-100	277	267	305	44	30	40
Number Scoring 65-100	274	263	300	42	27	36
Number Scoring 85-100	200	221	210	15	7	13
Percentage of Tested Scoring 55-100	99%	100%	99%	96%	100%	93%
Percentage of Tested Scoring 65-100	98%	98%	97%	91%	90%	84%
Percentage of Tested Scoring 85-100	71%	82%	68%	33%	23%	30%
<b>Mathematics A</b>						
Number Tested	313	313	371	46	39	42
Number Scoring 55-100	298	311	366	35	37	37
Number Scoring 65-100	288	301	358	28	30	34
Number Scoring 85-100	106	190	229	2	8	8
Percentage of Tested Scoring 55-100	95%	99%	99%	76%	95%	88%
Percentage of Tested Scoring 65-100	92%	96%	96%	61%	77%	81%
Percentage of Tested Scoring 85-100	34%	61%	62%	4%	21%	19%
<b>Mathematics B</b>						
Number Tested	198	249	225	12	12	5
Number Scoring 55-100	178	241	214	10	12	5
Number Scoring 65-100	156	228	195	7	12	5
Number Scoring 85-100	34	93	90	1	2	2
Percentage of Tested Scoring 55-100	90%	97%	95%	83%	100%	100%
Percentage of Tested Scoring 65-100	79%	92%	87%	58%	100%	100%
Percentage of Tested Scoring 85-100	17%	37%	40%	8%	17%	40%
<b>Global History and Geography</b>						
Number Tested	280	319	324	32	39	42
Number Scoring 55-100	278	314	320	31	34	38
Number Scoring 65-100	272	306	315	29	30	36
Number Scoring 85-100	165	227	228	6	13	12
Percentage of Tested Scoring 55-100	99%	98%	99%	97%	87%	90%
Percentage of Tested Scoring 65-100	97%	96%	97%	91%	77%	86%
Percentage of Tested Scoring 85-100	59%	71%	70%	19%	33%	29%
<b>U.S. History and Government</b>						
Number Tested	282	271	309	47	31	44
Number Scoring 55-100	279	267	308	46	29	43
Number Scoring 65-100	276	260	299	45	24	39
Number Scoring 85-100	204	203	229	22	11	15
Percentage of Tested Scoring 55-100	99%	99%	100%	98%	94%	98%
Percentage of Tested Scoring 65-100	98%	96%	97%	96%	77%	89%
Percentage of Tested Scoring 85-100	72%	75%	74%	47%	35%	34%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	277	285	339	18	16	28
Number Scoring 55-100	274	285	339	18	16	28
Number Scoring 65-100	273	285	336	18	16	26
Number Scoring 85-100	150	139	189	5	3	7
Percentage of Tested Scoring 55-100	99%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	99%	100%	99%	100%	100%	93%
Percentage of Tested Scoring 85-100	54%	49%	56%	28%	19%	25%
<b>Physical Setting/Earth Science</b>						
Number Tested	207	229	202	27	39	37
Number Scoring 55-100	201	223	199	26	38	36
Number Scoring 65-100	195	218	190	24	34	32
Number Scoring 85-100	106	85	70	4	8	7
Percentage of Tested Scoring 55-100	97%	97%	99%	96%	97%	97%
Percentage of Tested Scoring 65-100	94%	95%	94%	89%	87%	86%
Percentage of Tested Scoring 85-100	51%	37%	35%	15%	21%	19%
<b>Physical Setting/Chemistry</b>						
Number Tested	227	250	257	13	17	10
Number Scoring 55-100	224	248	252	12	17	9
Number Scoring 65-100	196	223	221	9	14	5
Number Scoring 85-100	44	62	65	1	3	1
Percentage of Tested Scoring 55-100	99%	99%	98%	92%	100%	90%
Percentage of Tested Scoring 65-100	86%	89%	86%	69%	82%	50%
Percentage of Tested Scoring 85-100	19%	25%	25%	8%	18%	10%
<b>Physical Setting/Physics</b>						
Number Tested		155	161		4	5
Number Scoring 55-100		153	151		#	5
Number Scoring 65-100		144	138		#	5
Number Scoring 85-100		54	62		#	3
Percentage of Tested Scoring 55-100		99%	94%		#	100%
Percentage of Tested Scoring 65-100		93%	86%		#	100%
Percentage of Tested Scoring 85-100		35%	39%		#	60%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	65	82	54	2	1	2
Number Scoring 55-100	65	82	54	#	#	#
Number Scoring 65-100	65	82	54	#	#	#
Number Scoring 85-100	55	64	45	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	85%	78%	83%	#	#	#
<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	131	153	198	7	3	6
Number Scoring 55-100	131	153	198	7	#	6
Number Scoring 65-100	131	153	197	7	#	6
Number Scoring 85-100	103	105	152	4	#	4
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65-100	100%	100%	99%	100%	#	100%
Percentage of Tested Scoring 85-100	79%	69%	77%	57%	#	67%
<b>Comprehensive Latin</b>						
Number Tested	20	34	20	0	1	0
Number Scoring 55-100	20	34	20	0	#	0
Number Scoring 65-100	20	34	20	0	#	0
Number Scoring 85-100	18	32	12	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	90%	94%	60%	0%	#	0%

(Form – H)

## New York State Alternate Assessments (NYSAA) 2004–05

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	2	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

### 2001 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	231	231	231	30	30	30	261	261	261
Number Scoring 55–64	0	3	1	2	4	2	2	7	3
Number Scoring 65–84	77	39	71	22	13	19	99	52	90
Number Scoring 85–100	153	187	158	2	9	7	155	196	165
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		12	12		0	0
Beginning		1	1		0	0
Intermediate		6	1		0	0
Advanced		5	7		0	0
Proficient		0	3		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		13	11		0	0
Beginning		4	0		0	0
Intermediate		8	6		0	0
Advanced		1	4		0	0
Proficient		0	1		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)