

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



John F. Kennedy High School Waterbury School District

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School Information

Grade Range **9-12**
Enrollment **1,244**

Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2018-19 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	609	49.0	48.2
Male	635	51.0	51.8
American Indian or Alaska Native	11	0.9	*
Asian	21	1.7	1.6
Black or African American	250	20.1	21.5
Hispanic or Latino of any race	692	55.6	55.9
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	24	1.9	3.6
White	246	19.8	16.7
English Learners	223	17.9	15.0
Eligible for Free or Reduced-Price Meals	931	74.8	72.9
Students with Disabilities ¹	259	20.8	19.0

¹Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the school identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	152	26.4	152	23.1
Male	162	27.5	253	37.1
Black or African American	69	28.9	111	40.1
Hispanic or Latino of any race	180	28.1	233	31.1
White	51	21.7	46	18.2
English Learners	59	29.9	67	26.8
Eligible for Free or Reduced-Price Meals	275	28.2	363	32.8
Students with Disabilities	84	37.7	125	45.0
School	314	26.9	405	30.2
District		15.6		14.6

Number of students in 2017-18 qualified as truant under state statute: 335

Number of school-based arrests: 34

²A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	76.0
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	13.8
Paraprofessional Instructional Assistants	16.0
Administrators, Coordinators and Department Chairs	
School Level	4.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	7.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	32.0

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.3
Black or African American	5	4.8	4.4
Hispanic or Latino of any race	8	7.6	8.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.6
White	92	87.6	85.5

Classroom Teacher Attendance, 2017-18

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	14.6	13.3

Instruction and Resources

School Schedule

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1007
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:20 AM
End Time	01:50 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	35	54.7	39	70.9
Hispanic or Latino of any race	80	50.0	86	58.5
White	35	55.6	48	77.4
English Learners	17	32.1	17	40.5
Eligible for Free or Reduced-Price Meals	130	53.7	145	65.9
Students with Disabilities	25	52.1	28	65.1
School	159	53.2	181	65.8
District		51.7		69.3

²College-and-Career-Readiness Courses include Advanced Placement[®](AP), International Baccalaureate[®](IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	14	60.9
Intellectual Disability	*	*
Learning Disability	48	40.7
Other Health Impairment	20	37.7
Other Disabilities	*	*
Speech/Language Impairment	6	*
School	97	37.5
District		60.2

³This table includes students ages 6-21 with an IEP or services plan.

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	7	*	7	*	7	*
Black or African American	58	38.5	58	31.0	59	37.0
Hispanic or Latino of any race	140	40.5	140	35.2	143	43.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	57	50.6	57	46.3	59	53.2
English Learners	51	35.6	51	33.4	52	40.8
Non-English Learners	215	44.0	215	38.0	220	45.7
Eligible for Free or Reduced-Price Meals	225	41.7	225	36.3	229	44.3
Not Eligible for Free or Reduced-Price Meals	41	46.7	41	41.6	43	47.3
Students with Disabilities	38	32.8	38	31.5	41	35.8
Students without Disabilities	228	44.0	228	38.0	231	46.4
High Needs	234	41.4	234	36.2	239	44.3
Non-High Needs	32	49.6	32	43.4	33	48.4
School	266	42.4	266	37.1	272	44.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	34	36
National Public	34	32	34	36
MATH				
Connecticut	45	39	40	33
National Public	40	33	40	33

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	76.7	391	76.7
Curl Up	N/A	N/A	N/A	58.3	391	58.3
Push Up	N/A	N/A	N/A	51.2	391	51.2
Mile Run/PACER	N/A	N/A	N/A	24.8	391	24.8
All Tests - School	N/A	N/A	N/A	19.7	391	19.7
All Tests - District	70.3	57.8	50.8	24.7		52.0

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	71	90.1
Hispanic or Latino of any race	185	76.8
English Learners	62	75.8
Eligible for Free or Reduced-Price Meals	261	82.4
Students with Disabilities	56	64.3
School	344	82.3
District		76.7

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴		Meeting Benchmark	
	Rate (%)	Count	Rate (%)	
Female	94.1	45	14.8	
Male	95.5	30	11.2	
Black or African American	91.6	7	5.9	
Hispanic or Latino of any race	94.8	37	12.1	
White	97.6	27	21.6	
English Learners	90.5	8	8.4	
Eligible for Free or Reduced-Price Meals	95.5	48	10.4	
Students with Disabilities	78.0	0	0.0	
School	94.8	75	13.1	
District	94.8		12.0	

³College readiness exams and benchmark scores are as follows:

- SAT[®] - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT[®] - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP[®] - 3 or higher on any one AP[®] exam
- IB[®] - 4 or higher on any one IB[®] exam

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT[®] and AP[®] statistics derived from data provided by the College Board.

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ACT[®] statistics derived from data provided by ACT, Inc.

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IB[®] statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	69.0	78.0
Male	56.6	76.7
Black or African American	69.2	80.0
Hispanic or Latino of any race	54.9	66.7
White	70.4	94.7
English Learners	41.9	*
Eligible for Free or Reduced-Price Meals	62.4	77.5
Students with Disabilities	39.6	*
School	62.6	77.5
District	65.1	73.3

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	42.4	75	84.9	150	56.6	67.7
	High Needs Students	41.4	75	82.9	150	55.3	58.1
Math Performance Index	All Students	37.1	75	74.2	150	49.4	63.1
	High Needs Students	36.2	75	72.5	150	48.3	52.7
Science Performance Index	All Students	44.8	75	59.7	100	59.7	63.8
	High Needs Students	44.3	75	59.0	100	59.0	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	30.2%	100%	15.1	50	30.2	60.0%
	Oral	36.3%	100%	18.2	50	36.3	52.1%
Chronic Absenteeism	All Students	26.9%	<=5%	6.1	50	12.3	10.4%
	High Needs Students	28.3%	<=5%	3.4	50	6.8	16.1%
Preparation for CCR	% Taking Courses	59.2%	75%	39.5	50	79.0	80.0%
	% Passing Exams	13.1%	75%	8.7	50	17.4	42.6%
On-track to High School Graduation		79.9%	94%	42.5	50	85.0	88.0%
4-year Graduation All Students (2018 Cohort)		82.3%	94%	87.5	100	87.5	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		75.5%	94%	80.3	100	80.3	83.3%
Postsecondary Entrance (Class of 2018)		62.6%	75%	83.5	100	83.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 19.7%	75%	13.1	50	26.3	96.4% 52.9%
Arts Access		29.8%	60%	24.9	50	49.7	51.9%
Accountability Index				855.9	1550	55.2	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	49.6	41.4	8.2	15.3	
Math Performance Index Gap	43.4	36.2	7.1	17.4	
Science Performance Index Gap	48.4	44.3	4.1	16.3	
Graduation Rate Gap	88.7%	75.5%	13.2%	8.0%	Y

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	94.7
	High Needs Students	94.7
Math	All Students	94.7
	High Needs Students	94.7
Science	All Students	96.0
	High Needs Students	96.2

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement](#)

³Minimum participation standard is 95%.