

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-04-13-03-0011
 Name: Walt Whitman High School
 Principal: James Polansky

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	462	515	507
Tenth	400	472	469
Eleventh	435	407	423
Twelfth	349	427	436
Ungraded Secondary	66	42	59
Total K-12 Enrollment	1712	1863	1894

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	56	3.3%	100	5.4%	110	5.8%
Black (Not Hispanic)	177	10.3%	226	12.1%	217	11.5%
Hispanic	139	8.1%	208	11.2%	235	12.4%
White (Not Hispanic)	1340	78.3%	1329	71.3%	1332	70.3%

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	25	26	25
Mathematics Grade 10	24	22	22
Science Grade 10	20	21	20
Social Studies Grade 10	23	24	25

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	71	4.2%	67	3.6%	72	3.8%
Eligible for Free Lunch	282	16.5%	285	15.3%	350	18.5%

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		91.2%		92.6%		92.4%
Student Suspensions	194	12.2%	197	11.5%	194	10.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.0%	4.6%	3.9%
Public Assistance	11-20%	1-10%	11-20%
Student Stability	99%	100%	90%

Staff Counts

Staff	2003-04
Total Teachers	138
Total Other Professional Staff	29
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	271	181	67%	348	241	69%	348	239	69%
Students with Disabilities	46	10	22%	56	13	23%	54	5	9%
All Students	317	191	60%	404	254	63%	402	244	61%

*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	248	100	6	4	36	8
Percent	62%	25%	1%	1%	9%	2%

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)
54	5	8	62

*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	31		32		59	3.8%
	Entered GED Program*	2		0		0	0.0%
	Total Noncompleters	33		32		59	3.8%
Students with Disabilities	Dropped Out	11		11		18	6.1%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	11		11		18	6.1%
All Students	Dropped Out	42	2.5%	43	2.3%	77	4.1%
	Entered GED Program*	2	0.1%	0	0.0%	0	0.0%
	Total Noncompleters	44	2.6%	43	2.3%	77	4.1%

*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	1404	1568	1618
	Number of Students with Disabilities	242	253	239
	Number of All Students	1646	1821	1857
	Percent of Enrollment	96%	98%	98%

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	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	1	#	0	0%	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	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	0	0%	0	0%	2	#
Science	9	100%	1	#	7	57%
Reading	0	0%	1	#	0	0%
Writing	3	#	1	#	1	#
Global Studies	0	0%	3	#	2	#
U.S. Hist & Gov't	2	#	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	40	63%	52	87%	54	76%
Science	27	56%	54	44%	71	66%
Reading	27	70%	41	73%	15	73%
Writing	27	96%	36	89%	21	100%
Global Studies	14	57%	52	52%	38	42%
U.S. Hist & Gov't	26	65%	40	60%	33	67%

(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	438	443	467	64	65	75
Number Scoring 55-100	389	369	434	39	23	54
Number Scoring 65-100	333	356	407	19	22	46
Number Scoring 85-100	197	195	250	3	2	13
Percentage of Tested Scoring 55-100	89%	83%	93%	61%	35%	72%
Percentage of Tested Scoring 65-100	76%	80%	87%	30%	34%	61%
Percentage of Tested Scoring 85-100	45%	44%	54%	5%	3%	17%
Mathematics A						
Number Tested	251	625	560	53	88	80
Number Scoring 55-100	162	459	514	10	26	55
Number Scoring 65-100	118	413	447	6	23	39
Number Scoring 85-100	84	146	172	1	1	7
Percentage of Tested Scoring 55-100	65%	73%	92%	19%	30%	69%
Percentage of Tested Scoring 65-100	47%	66%	80%	11%	26%	49%
Percentage of Tested Scoring 85-100	33%	23%	31%	2%	1%	9%
Mathematics B						
Number Tested	0	0	251	0	0	9
Number Scoring 55-100	0	0	237	0	0	8
Number Scoring 65-100	0	0	214	0	0	7
Number Scoring 85-100	0	0	85	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	94%	0%	0%	89%
Percentage of Tested Scoring 65-100	0%	0%	85%	0%	0%	78%
Percentage of Tested Scoring 85-100	0%	0%	34%	0%	0%	0%
Global History and Geography						
Number Tested	414	480	482	54	80	68
Number Scoring 55-100	379	429	445	31	51	46
Number Scoring 65-100	358	411	407	21	45	33
Number Scoring 85-100	192	225	286	3	11	8
Percentage of Tested Scoring 55-100	92%	89%	92%	57%	64%	68%
Percentage of Tested Scoring 65-100	86%	86%	84%	39%	56%	49%
Percentage of Tested Scoring 85-100	46%	47%	59%	6%	14%	12%
U.S. History and Government						
Number Tested	441	434	437	66	61	76
Number Scoring 55-100	394	401	406	38	40	59
Number Scoring 65-100	347	385	382	22	34	50
Number Scoring 85-100	177	222	249	9	7	14
Percentage of Tested Scoring 55-100	89%	92%	93%	58%	66%	78%
Percentage of Tested Scoring 65-100	79%	89%	87%	33%	56%	66%
Percentage of Tested Scoring 85-100	40%	51%	57%	14%	11%	18%

(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	350	420	449	36	55	57
Number Scoring 55-100	341	400	424	28	46	40
Number Scoring 65-100	335	367	397	26	35	28
Number Scoring 85-100	153	158	162	2	7	6
Percentage of Tested Scoring 55-100	97%	95%	94%	78%	84%	70%
Percentage of Tested Scoring 65-100	96%	87%	88%	72%	64%	49%
Percentage of Tested Scoring 85-100	44%	38%	36%	6%	13%	11%
Physical Setting/Earth Science						
Number Tested	472	511	329	64	66	48
Number Scoring 55-100	443	454	273	51	44	29
Number Scoring 65-100	408	407	234	44	29	20
Number Scoring 85-100	189	182	58	7	2	1
Percentage of Tested Scoring 55-100	94%	89%	83%	80%	67%	60%
Percentage of Tested Scoring 65-100	86%	80%	71%	69%	44%	42%
Percentage of Tested Scoring 85-100	40%	36%	18%	11%	3%	2%
Physical Setting/Chemistry						
Number Tested	265	257	299	6	7	12
Number Scoring 55-100	258	239	287	6	5	12
Number Scoring 65-100	208	193	234	3	3	8
Number Scoring 85-100	33	45	59	0	0	1
Percentage of Tested Scoring 55-100	97%	93%	96%	100%	71%	100%
Percentage of Tested Scoring 65-100	78%	75%	78%	50%	43%	67%
Percentage of Tested Scoring 85-100	12%	18%	20%	0%	0%	8%
Physical Setting/Physics						
Number Tested			100			0
Number Scoring 55-100			97			0
Number Scoring 65-100			91			0
Number Scoring 85-100			32			0
Percentage of Tested Scoring 55-100			97%			0%
Percentage of Tested Scoring 65-100			91%			0%
Percentage of Tested Scoring 85-100			32%			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
Comprehensive French						
Number Tested	55	39	30	1	0	1
Number Scoring 55-100	53	39	30	#	0	#
Number Scoring 65-100	52	39	30	#	0	#
Number Scoring 85-100	22	25	23	#	0	#
Percentage of Tested Scoring 55-100	96%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	95%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	40%	64%	77%	#	0%	#
Comprehensive Italian						
Number Tested	113	51	74	5	0	4
Number Scoring 55-100	113	51	73	5	0	#
Number Scoring 65-100	110	51	72	5	0	#
Number Scoring 85-100	55	19	51	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	0%	#
Percentage of Tested Scoring 65-100	97%	100%	97%	100%	0%	#
Percentage of Tested Scoring 85-100	49%	37%	69%	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	343	175	194	15	4	9
Number Scoring 55-100	342	174	190	15	#	9
Number Scoring 65-100	337	172	188	14	#	9
Number Scoring 85-100	220	127	130	5	#	3
Percentage of Tested Scoring 55-100	100%	99%	98%	100%	#	100%
Percentage of Tested Scoring 65-100	98%	98%	97%	93%	#	100%
Percentage of Tested Scoring 85-100	64%	73%	67%	33%	#	33%
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	258	162	20	10	3	4
Number Scoring 55-100	248	152	17	10	#	#
Number Scoring 65-100	244	146	12	10	#	#
Number Scoring 85-100	136	46	0	4	#	#
Percentage of Tested Scoring 55-100	96%	94%	85%	100%	#	#
Percentage of Tested Scoring 65-100	95%	90%	60%	100%	#	#
Percentage of Tested Scoring 85-100	53%	28%	0%	40%	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	42	100%	28	96%	4	#
Students with Disabilities	18	100%	24	75%	7	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	1	0	#	#	#	#
Secondary Level						
English Language Arts	2	2	#	#	#	#
Social Studies	3	1	#	#	#	#
Mathematics	2	2	#	#	#	#
Science	3	1	#	#	#	#

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	344	344	344	73	73	73	417	417	417
Number Scoring 55–64	6	4	10	7	8	12	13	12	22
Number Scoring 65–84	135	121	147	25	24	27	160	145	174
Number Scoring 85–100	187	202	171	3	5	3	190	207	174
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			70			3
Beginning (0-18)			11			#
Intermediate (19-31)			25			#
Advanced (32-36)			25			#
Proficient (37-39)			9			#
Reading and Writing (Grade 9-12)						
Number Tested			70			3
Beginning (0-14)			14			#
Intermediate (15-24)			23			#
Advanced (25-32)			30			#
Proficient (33-35)			3			#

*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)