

New York State School Report Card Comprehensive Information Report

BEDS Code: 43-09-01-06-0001

Grade Range : 9-12

Name: Marcus Whitman High School

Principal: Susan Wissick

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	173	142	148
Tenth	130	144	127
Eleventh	128	135	147
Twelfth	117	117	129
Ungraded Secondary	12	16	13
Total K-12 Enrollment	560	554	564

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	14	2.5%	8	1.4%	4	0.7%
Black (Not Hispanic)	2	0.4%	2	0.4%	3	0.5%
Hispanic	5	0.9%	7	1.3%	6	1.1%
White (Not Hispanic)	539	96.3%	537	96.9%	551	97.7%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	20	19
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	23	15
Mathematics Grade 10	18	0	15
Science Grade 10	22	0	0
Social Studies Grade 10	19	23	28

(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
50	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 middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	97	17.3%	45	8.1%	49	8.7%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.0%		95.2%		94.5%
Student Suspensions	4	0.7%	6	1.1%	57	10.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.7%	6.5%	7.3%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	100%	100%	94%

Staff Counts

Staff	2002–2003
Total Teachers	35
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	106	60	57%	91	58	64%	114	64	56%
Students with Disabilities	12	1	8%	8	2	25%	4	0	0%
All Students	118	61	52%	99	60	61%	118	64	54%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	43	63	0	2	9	1
Percent	36%	53%	0%	2%	8%	1%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
4	0	3	7

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			12		13	
	Entered GED Program*			6		8	
	Total Noncompleters			18		21	
Students with Disabilities	Dropped Out			1		5	
	Entered GED Program*			1		1	
	Total Noncompleters			2		6	
All Students	Dropped Out	1	0.2%	13	2.3%	18	3.2%
	Entered GED Program*	10	1.8%	7	1.3%	9	1.6%
	Total Noncompleters	11	2.0%	20	3.6%	27	4.8%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		506	497
	Number of Students with Disabilities		48	54
	Number of All Students		554	551
	Percent of Enrollment		100%	98%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	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	11	64%	0	0%	2	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	6	100%	0	0%
Science	3	#	1	#	4	#
Reading	0	0%	3	#	4	#
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	2	#	1	#
U.S. Hist & Gov't	0	0%	1	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	9	89%	1	#
Science	4	#	1	#	0	0%
Reading	4	#	0	0%	8	88%
Writing	6	67%	1	#	2	#
Global Studies	2	#	8	50%	7	100%
U.S. Hist & Gov't	1	#	1	#	5	40%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	109	124	140	12	5	9
Number Scoring 55–100	105	111	126	10	3	3
Number Scoring 65–100	95	98	112	6	1	2
Number Scoring 85–100	27	39	30	0	0	0
Percentage of Tested Scoring 55–100	96%	90%	90%	83%	60%	33%
Percentage of Tested Scoring 65–100	87%	79%	80%	50%	20%	22%
Percentage of Tested Scoring 85–100	25%	31%	21%	0%	0%	0%
Mathematics A						
Number Tested	0	20	132	0	8	5
Number Scoring 55–100	0	5	123	0	0	4
Number Scoring 65–100	0	2	116	0	0	4
Number Scoring 85–100	0	0	45	0	0	0
Percentage of Tested Scoring 55–100	0%	25%	93%	0%	0%	80%
Percentage of Tested Scoring 65–100	0%	10%	88%	0%	0%	80%
Percentage of Tested Scoring 85–100	0%	0%	34%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	1	0	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%
Global History and Geography						
Number Tested	131	158	116	8	14	10
Number Scoring 55–100	126	147	105	6	8	6
Number Scoring 65–100	116	134	98	3	3	4
Number Scoring 85–100	57	62	40	0	0	1
Percentage of Tested Scoring 55–100	96%	93%	91%	75%	57%	60%
Percentage of Tested Scoring 65–100	89%	85%	84%	38%	21%	40%
Percentage of Tested Scoring 85–100	44%	39%	34%	0%	0%	10%
U.S. History and Government (first administered June 2001)						
Number Tested	116	132	143	13	7	10
Number Scoring 55–100	107	124	134	10	6	4
Number Scoring 65–100	94	105	129	6	5	3
Number Scoring 85–100	53	42	85	1	1	1
Percentage of Tested Scoring 55–100	92%	94%	94%	77%	86%	40%
Percentage of Tested Scoring 65–100	81%	80%	90%	46%	71%	30%
Percentage of Tested Scoring 85–100	46%	32%	59%	8%	14%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	124	123	107	6	7	6
Number Scoring 55–100	124	122	105	6	7	5
Number Scoring 65–100	121	120	99	5	5	4
Number Scoring 85–100	34	58	38	0	1	0
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	100%	83%
Percentage of Tested Scoring 65–100	98%	98%	93%	83%	71%	67%
Percentage of Tested Scoring 85–100	27%	47%	36%	0%	14%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	50	43	76	3	5	1
Number Scoring 55–100	47	40	68	#	4	#
Number Scoring 65–100	40	31	57	#	4	#
Number Scoring 85–100	17	6	18	#	1	#
Percentage of Tested Scoring 55–100	94%	93%	89%	#	80%	#
Percentage of Tested Scoring 65–100	80%	72%	75%	#	80%	#
Percentage of Tested Scoring 85–100	34%	14%	24%	#	20%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		91	81		1	0
Number Scoring 55–100		88	78		#	0
Number Scoring 65–100		69	60		#	0
Number Scoring 85–100		11	10		#	0
Percentage of Tested Scoring 55–100		97%	96%		#	0%
Percentage of Tested Scoring 65–100		76%	74%		#	0%
Percentage of Tested Scoring 85–100		12%	12%		#	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	10	16	20	0	0	0
Number Scoring 55–100	10	15	20	0	0	0
Number Scoring 65–100	10	14	19	0	0	0
Number Scoring 85–100	7	2	12	0	0	0
Percentage of Tested Scoring 55–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	88%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	70%	12%	60%	0%	0%	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	19	49	31	1	0	0
Number Scoring 55–100	19	49	31	#	0	0
Number Scoring 65–100	18	49	31	#	0	0
Number Scoring 85–100	14	36	25	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	95%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	74%	73%	81%	#	0%	0%
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	96	112	7	1	3	1
Number Scoring 55–100	93	103	6	#	#	#
Number Scoring 65–100	92	96	5	#	#	#
Number Scoring 85–100	54	47	2	#	#	#
Percentage of Tested Scoring 55–100	97%	92%	86%	#	#	#
Percentage of Tested Scoring 65–100	96%	86%	71%	#	#	#
Percentage of Tested Scoring 85–100	56%	42%	29%	#	#	#
Sequential Mathematics, Course III						
Number Tested	69	68	76	2	1	0
Number Scoring 55–100	67	66	72	#	#	0
Number Scoring 65–100	66	66	71	#	#	0
Number Scoring 85–100	37	45	38	#	#	0
Percentage of Tested Scoring 55–100	97%	97%	95%	#	#	0%
Percentage of Tested Scoring 65–100	96%	97%	93%	#	#	0%
Percentage of Tested Scoring 85–100	54%	66%	50%	#	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	74	97%	76	97%	46	93%
Students with Disabilities	14	100%	6	100%	1	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	115	115	115	9	9	9	124	124	124
Number Scoring 55–64	5	13	2	0	1	0	5	14	2
Number Scoring 65–84	48	55	70	4	2	3	52	57	73
Number Scoring 85–100	58	39	37	0	0	0	58	39	37
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)