

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-04-13-03-0011  
 Name: Walt Whitman High School  
 Principal: Geoffrey Touretz

Grade Range : 9-12

## 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	405	462	515
Tenth	425	400	472
Eleventh	374	435	407
Twelfth	382	349	427
Ungraded Secondary	0	66	42
Total K-12 Enrollment	1586	1712	1863

## 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	64	4.0%	56	3.3%	100	5.4%
Black (Not Hispanic)	164	10.3%	177	10.3%	226	12.1%
Hispanic	138	8.7%	139	8.1%	208	11.2%
White (Not Hispanic)	1220	76.9%	1340	78.3%	1329	71.3%

## 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	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	26	25	26
Mathematics Grade 10	24	24	22
Science Grade 10	20	20	21
Social Studies Grade 10	24	23	24

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	80	5.0%	71	4.2%	67	3.6%
Eligible for Free Lunch	233	14.7%	282	16.5%	285	15.3%

### 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		90.6%		91.2%		92.6%
Student Suspensions	164	10.3%	194	12.2%	197	11.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.5%	3.0%	4.6%
Public Assistance	1-10%	11-20%	1-10%
Student Stability	94%	99%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	139
Total Other Professional Staff	29
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	1

\*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	327	207	63%	271	181	67%	348	241	69%
Students with Disabilities	33	3	9%	46	10	22%	56	13	23%
All Students	360	210	58%	317	191	60%	404	254	63%

\*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	267	86	9	6	24	12
Percent	66%	21%	2%	1%	6%	3%

## 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)
56	13	2	58

\*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			31		32	
	Entered GED Program*			2		0	
	Total Noncompleters			33		32	
Students with Disabilities	Dropped Out			11		11	
	Entered GED Program*			0		0	
	Total Noncompleters			11		11	
All Students	Dropped Out	32	2.0%	42	2.5%	43	2.3%
	Entered GED Program*	2	0.1%	2	0.1%	0	0.0%
	Total Noncompleters	34	2.1%	44	2.6%	43	2.3%

\*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		1404	1568
	Number of Students with Disabilities		242	253
	Number of All Students		1646	1821
	Percent of Enrollment		96%	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	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%	1	#	0	0%

### 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	0	0%	0	0%	0	0%
Science	27	59%	9	100%	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	3	#	1	#
Global Studies	9	89%	0	0%	3	#
U.S. Hist & Gov't	27	78%	2	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	60	73%	40	62%	52	87%
Science	62	48%	27	56%	54	44%
Reading	31	74%	27	70%	41	73%
Writing	33	91%	27	96%	36	89%
Global Studies	40	42%	14	57%	52	52%
U.S. Hist & Gov't	33	39%	26	65%	40	60%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	371	438	443	46	64	65
Number Scoring 55–100	347	389	369	32	39	23
Number Scoring 65–100	290	333	356	14	19	22
Number Scoring 85–100	140	197	195	0	3	2
Percentage of Tested Scoring 55–100	94%	89%	83%	70%	61%	35%
Percentage of Tested Scoring 65–100	78%	76%	80%	30%	30%	34%
Percentage of Tested Scoring 85–100	38%	45%	44%	0%	5%	3%
<b>Mathematics A</b>						
Number Tested	0	251	625	0	53	88
Number Scoring 55–100	0	162	459	0	10	26
Number Scoring 65–100	0	118	413	0	6	23
Number Scoring 85–100	0	84	146	0	1	1
Percentage of Tested Scoring 55–100	0%	65%	73%	0%	19%	30%
Percentage of Tested Scoring 65–100	0%	47%	66%	0%	11%	26%
Percentage of Tested Scoring 85–100	0%	33%	23%	0%	2%	1%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	387	414	480	34	54	80
Number Scoring 55–100	378	379	429	32	31	51
Number Scoring 65–100	365	358	411	28	21	45
Number Scoring 85–100	235	192	225	6	3	11
Percentage of Tested Scoring 55–100	98%	92%	89%	94%	57%	64%
Percentage of Tested Scoring 65–100	94%	86%	86%	82%	39%	56%
Percentage of Tested Scoring 85–100	61%	46%	47%	18%	6%	14%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	336	441	434	32	66	61
Number Scoring 55–100	323	394	401	24	38	40
Number Scoring 65–100	300	347	385	20	22	34
Number Scoring 85–100	170	177	222	5	9	7
Percentage of Tested Scoring 55–100	96%	89%	92%	75%	58%	66%
Percentage of Tested Scoring 65–100	89%	79%	89%	62%	33%	56%
Percentage of Tested Scoring 85–100	51%	40%	51%	16%	14%	11%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	373	350	420	34	36	55
Number Scoring 55–100	362	341	400	26	28	46
Number Scoring 65–100	351	335	367	19	26	35
Number Scoring 85–100	125	153	158	0	2	7
Percentage of Tested Scoring 55–100	97%	97%	95%	76%	78%	84%
Percentage of Tested Scoring 65–100	94%	96%	87%	56%	72%	64%
Percentage of Tested Scoring 85–100	34%	44%	38%	0%	6%	13%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	290	472	511	36	64	66
Number Scoring 55–100	253	443	454	18	51	44
Number Scoring 65–100	235	408	407	12	44	29
Number Scoring 85–100	75	189	182	1	7	2
Percentage of Tested Scoring 55–100	87%	94%	89%	50%	80%	67%
Percentage of Tested Scoring 65–100	81%	86%	80%	33%	69%	44%
Percentage of Tested Scoring 85–100	26%	40%	36%	3%	11%	3%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		265	257		6	7
Number Scoring 55–100		258	239		6	5
Number Scoring 65–100		208	193		3	3
Number Scoring 85–100		33	45		0	0
Percentage of Tested Scoring 55–100		97%	93%		100%	71%
Percentage of Tested Scoring 65–100		78%	75%		50%	43%
Percentage of Tested Scoring 85–100		12%	18%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	38	55	39	1	1	0
Number Scoring 55–100	38	53	39	#	#	0
Number Scoring 65–100	37	52	39	#	#	0
Number Scoring 85–100	23	22	25	#	#	0
Percentage of Tested Scoring 55–100	100%	96%	100%	#	#	0%
Percentage of Tested Scoring 65–100	97%	95%	100%	#	#	0%
Percentage of Tested Scoring 85–100	61%	40%	64%	#	#	0%
<b>Comprehensive Italian</b>						
Number Tested	55	113	51	2	5	0
Number Scoring 55–100	55	113	51	#	5	0
Number Scoring 65–100	51	110	51	#	5	0
Number Scoring 85–100	22	55	19	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	0%
Percentage of Tested Scoring 65–100	93%	97%	100%	#	100%	0%
Percentage of Tested Scoring 85–100	40%	49%	37%	#	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	147	343	175	3	15	4
Number Scoring 55–100	146	342	174	#	15	#
Number Scoring 65–100	144	337	172	#	14	#
Number Scoring 85–100	103	220	127	#	5	#
Percentage of Tested Scoring 55–100	99%	100%	99%	#	100%	#
Percentage of Tested Scoring 65–100	98%	98%	98%	#	93%	#
Percentage of Tested Scoring 85–100	70%	64%	73%	#	33%	#
<b>Comprehensive Latin</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%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	340	351	34	11	14	4
Number Scoring 55–100	298	320	18	9	10	#
Number Scoring 65–100	273	302	14	7	10	#
Number Scoring 85–100	130	123	1	2	1	#
Percentage of Tested Scoring 55–100	88%	91%	53%	82%	71%	#
Percentage of Tested Scoring 65–100	80%	86%	41%	64%	71%	#
Percentage of Tested Scoring 85–100	38%	35%	3%	18%	7%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	200	258	162	1	10	3
Number Scoring 55–100	194	248	152	#	10	#
Number Scoring 65–100	178	244	146	#	10	#
Number Scoring 85–100	112	136	46	#	4	#
Percentage of Tested Scoring 55–100	97%	96%	94%	#	100%	#
Percentage of Tested Scoring 65–100	89%	95%	90%	#	100%	#
Percentage of Tested Scoring 85–100	56%	53%	28%	#	40%	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	30	93%	42	100%	28	96%
Students with Disabilities	16	88%	18	100%	24	75%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	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

## 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	341	341	341	47	47	47	388	388	388
Number Scoring 55–64	6	24	12	7	10	4	13	34	16
Number Scoring 65–84	103	138	172	27	13	25	130	151	197
Number Scoring 85–100	216	161	141	4	9	3	220	170	144
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)