

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 26-16-00-01-0065  
 Name: John Marshall H S  
 Principal: Joseph Muno

Grade Range : 7-12

### 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	141	128	144
Eighth	146	108	127
Ninth	358	226	204
Tenth	289	252	204
Eleventh	154	212	221
Twelfth	88	193	194
Ungraded Secondary	217	234	240
Total K-12 Enrollment	1393	1353	1334

### 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	12	0.9%	11	0.8%	9	0.7%
Black (Not Hispanic)	1018	73.1%	1005	74.3%	1028	77.1%
Hispanic	164	11.8%	153	11.3%	140	10.5%
White (Not Hispanic)	199	14.3%	184	13.6%	157	11.8%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	21	22
Mathematics Grade 8	22	16	30
Science Grade 8	19	24	30
Social Studies Grade 8	21	11	26
English Grade 10	29	29	23
Mathematics Grade 10	29	31	33
Science Grade 10	29	29	24
Social Studies Grade 10	29	28	32

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
41	All schools in this group are secondary level schools in large cities other than New York City. 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	34	2.4%	21	1.6%	19	1.4%
<b>Eligible for Free Lunch</b>	310	22.3%	513	37.9%	540	40.5%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		84.3%		86.9%		84.9%
<b>Student Suspensions</b>	331	25.6%	278	20.0%	226	16.7%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	5.7%	4.0%	5.3%
<b>Public Assistance</b>	61-70%	41-50%	41-50%
<b>Student Stability</b>	93%	94%	98%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	107
Total Other Professional Staff	21
Total Paraprofessionals	NA
Teaching Out of Certification*	21

\*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	100	14	14%	137	18	13%	171	17	10%
Students with Disabilities	15	0	0%	14	0	0%	15	0	0%
All Students	115	14	12%	151	18	12%	186	17	9%

\*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	40	93	6	4	34	9
Percent	22%	50%	3%	2%	18%	5%

## 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)
15	0	24	39

\*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	44		72		44	5.7%
	Entered GED Program*	78		104		51	6.6%
	Total Noncompleters	122		176		95	12.4%
Students with Disabilities	Dropped Out	20		32		10	4.0%
	Entered GED Program*	22		30		37	14.8%
	Total Noncompleters	42		62		47	18.8%
All Students	Dropped Out	64	6.1%	104	9.7%	54	5.3%
	Entered GED Program*	100	9.5%	134	12.6%	88	8.6%
	Total Noncompleters	164	15.6%	238	22.3%	142	13.9%

\*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	166	194	257
	Number of Students with Disabilities	2	22	74
	Number of All Students	168	216	331
	Percent of Enrollment	49%	76%	100%
9-12	Number of General-Education Students	536	565	782
	Number of Students with Disabilities	167	275	221
	Number of All Students	703	840	1003
	Percent of Enrollment	67%	79%	100%

## 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%	25	72%	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%

## 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	59	39%	5	40%	2	#
Science	21	38%	5	60%	1	#
Reading	37	41%	3	#	0	0%
Writing	38	26%	3	#	0	0%
Global Studies	19	16%	2	#	5	40%
U.S. Hist & Gov't	41	22%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	43%	98	49%	24	50%
Science	3	#	77	31%	39	44%
Reading	3	#	63	57%	27	56%
Writing	1	#	58	36%	36	75%
Global Studies	5	40%	69	30%	52	46%
U.S. Hist & Gov't	0	0%	30	50%	31	58%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	227	218	236	2	27	38
Number Scoring 55–100	183	144	188	#	8	15
Number Scoring 65–100	129	106	132	#	4	6
Number Scoring 85–100	12	9	11	#	0	0
Percentage of Tested Scoring 55–100	81%	66%	80%	#	30%	39%
Percentage of Tested Scoring 65–100	57%	49%	56%	#	15%	16%
Percentage of Tested Scoring 85–100	5%	4%	5%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	83	301	160	2	29	13
Number Scoring 55–100	30	160	145	#	8	7
Number Scoring 65–100	15	91	116	#	3	3
Number Scoring 85–100	1	6	16	#	0	0
Percentage of Tested Scoring 55–100	36%	53%	91%	#	28%	54%
Percentage of Tested Scoring 65–100	18%	30%	72%	#	10%	23%
Percentage of Tested Scoring 85–100	1%	2%	10%	#	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	14	0	0	0
Number Scoring 55–100	0	0	11	0	0	0
Number Scoring 65–100	0	0	9	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	79%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	64%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	258	349	339	3	86	59
Number Scoring 55–100	197	159	219	#	21	22
Number Scoring 65–100	134	117	127	#	15	8
Number Scoring 85–100	2	8	14	#	0	0
Percentage of Tested Scoring 55–100	76%	46%	65%	#	24%	37%
Percentage of Tested Scoring 65–100	52%	34%	37%	#	17%	14%
Percentage of Tested Scoring 85–100	1%	2%	4%	#	0%	0%
<b>U.S. History and Government</b>						
Number Tested	189	238	234	1	28	38
Number Scoring 55–100	143	189	163	#	17	11
Number Scoring 65–100	104	133	99	#	8	5
Number Scoring 85–100	16	23	11	#	0	0
Percentage of Tested Scoring 55–100	76%	79%	70%	#	61%	29%
Percentage of Tested Scoring 65–100	55%	56%	42%	#	29%	13%
Percentage of Tested Scoring 85–100	8%	10%	5%	#	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	189	242	240	0	37	52
Number Scoring 55–100	173	189	180	0	20	29
Number Scoring 65–100	145	133	127	0	12	17
Number Scoring 85–100	14	2	7	0	0	1
Percentage of Tested Scoring 55–100	92%	78%	75%	0%	54%	56%
Percentage of Tested Scoring 65–100	77%	55%	53%	0%	32%	33%
Percentage of Tested Scoring 85–100	7%	1%	3%	0%	0%	2%
<b>Physical Setting/Earth Science</b>						
Number Tested	22	26	79	0	0	4
Number Scoring 55–100	17	21	45	0	0	#
Number Scoring 65–100	11	11	20	0	0	#
Number Scoring 85–100	0	2	1	0	0	#
Percentage of Tested Scoring 55–100	77%	81%	57%	0%	0%	#
Percentage of Tested Scoring 65–100	50%	42%	25%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	8%	1%	0%	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	34	51	48	0	0	0
Number Scoring 55–100	29	43	34	0	0	0
Number Scoring 65–100	13	19	16	0	0	0
Number Scoring 85–100	1	0	0	0	0	0
Percentage of Tested Scoring 55–100	85%	84%	71%	0%	0%	0%
Percentage of Tested Scoring 65–100	38%	37%	33%	0%	0%	0%
Percentage of Tested Scoring 85–100	3%	0%	0%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			19			0
Number Scoring 55–100			14			0
Number Scoring 65–100			8			0
Number Scoring 85–100			1			0
Percentage of Tested Scoring 55–100			74%			0%
Percentage of Tested Scoring 65–100			42%			0%
Percentage of Tested Scoring 85–100			5%			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
<b>Comprehensive French</b>						
Number Tested	9	5	12	0	0	0
Number Scoring 55–100	6	4	12	0	0	0
Number Scoring 65–100	5	2	12	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	67%	80%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	56%	40%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<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	68	32	30	0	0	0
Number Scoring 55–100	65	31	28	0	0	0
Number Scoring 65–100	64	31	25	0	0	0
Number Scoring 85–100	35	11	7	0	0	0
Percentage of Tested Scoring 55–100	96%	97%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	97%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	51%	34%	23%	0%	0%	0%
<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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	38	53	4	0	0	0
Number Scoring 55–100	29	45	#	0	0	0
Number Scoring 65–100	25	33	#	0	0	0
Number Scoring 85–100	4	3	#	0	0	0
Percentage of Tested Scoring 55–100	76%	85%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	66%	62%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	11%	6%	#	0%	0%	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	1	#
Students with Disabilities	0	0%	1	#	0	0%

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
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	101	8%	69%	23%	0%
	Students with Disabilities	12	17%	75%	8%	0%
	All Students	113	9%	70%	21%	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
<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

## 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	172	172	172	53	53	53	225	225	225
Number Scoring 55–64	30	40	25	8	4	5	38	44	30
Number Scoring 65–84	117	84	118	6	7	9	123	91	127
Number Scoring 85–100	2	18	11	0	0	0	2	18	11
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)