

New York State School Report Card

Comprehensive Information Report

BEDS Code: 28-02-05-03-0016

Grade Range : 9-12

Name: Gen. Douglas Macarthur Senior High School

Principal: John Bifulco

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	253	287	283
Tenth	257	264	281
Eleventh	228	288	253
Twelfth	267	225	265
Ungraded Secondary	30	1	74
Total K-12 Enrollment	1035	1065	1156

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	31	3.0%	36	3.4%	40	3.5%
Black (Not Hispanic)	14	1.4%	10	0.9%	8	0.7%
Hispanic	36	3.5%	60	5.6%	61	5.3%
White (Not Hispanic)	954	92.2%	959	90.0%	1047	90.6%

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	27
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	25	24	22
Mathematics Grade 10	22	18	19
Science Grade 10	23	20	20
Social Studies Grade 10	24	21	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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	19	1.8%	28	2.6%	20	1.7%
Eligible for Free Lunch	16	1.6%	27	2.5%	42	3.6%

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		95.8%		95.5%		95.7%
Student Suspensions	74	7.2%	59	5.7%	68	6.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.8%	4.2%	2.8%
Public Assistance	None	1-10%	1-10%
Student Stability	98%	99%	99%

Staff Counts

Staff	2002–2003
Total Teachers	85
Total Other Professional Staff	21
Total Paraprofessionals	NA
Teaching Out of Certification*	13
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	246	197	80%	219	173	79%	265	217	82%
Students with Disabilities	15	3	20%	8	0	0%	14	7	50%
All Students	261	200	77%	227	173	76%	279	224	80%

*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	160	87	2	2	13	15
Percent	57%	31%	1%	1%	5%	5%

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)
14	7	0	14

*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			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		2	
	Total Noncompleters			1		2	
All Students	Dropped Out	1	0.1%	1	0.1%	1	0.1%
	Entered GED Program*	16	1.5%	0	0.0%	2	0.2%
	Total Noncompleters	17	1.6%	1	0.1%	3	0.3%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

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%	0	0%	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	1	#	4	#	11	100%
Science	1	#	2	#	10	50%
Reading	0	0%	0	0%	11	55%
Writing	0	0%	0	0%	1	#
Global Studies	1	#	5	60%	6	33%
U.S. Hist & Gov't	6	33%	2	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	4	#	4	#
Science	6	50%	3	#	6	33%
Reading	0	0%	0	0%	4	#
Writing	1	#	1	#	0	0%
Global Studies	1	#	8	62%	5	40%
U.S. Hist & Gov't	4	#	5	100%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	229	284	266	10	14	13
Number Scoring 55–100	228	278	251	10	13	9
Number Scoring 65–100	214	267	243	8	10	8
Number Scoring 85–100	126	168	141	3	1	0
Percentage of Tested Scoring 55–100	100%	98%	94%	100%	93%	69%
Percentage of Tested Scoring 65–100	93%	94%	91%	80%	71%	62%
Percentage of Tested Scoring 85–100	55%	59%	53%	30%	7%	0%
Mathematics A						
Number Tested	0	2	272	0	0	7
Number Scoring 55–100	0	#	259	0	0	5
Number Scoring 65–100	0	#	242	0	0	4
Number Scoring 85–100	0	#	72	0	0	1
Percentage of Tested Scoring 55–100	0%	#	95%	0%	0%	71%
Percentage of Tested Scoring 65–100	0%	#	89%	0%	0%	57%
Percentage of Tested Scoring 85–100	0%	#	26%	0%	0%	14%
Mathematics B (first administered June 2001)						
Number Tested	0	0	53	0	0	0
Number Scoring 55–100	0	0	53	0	0	0
Number Scoring 65–100	0	0	53	0	0	0
Number Scoring 85–100	0	0	19	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	36%	0%	0%	0%
Global History and Geography						
Number Tested	284	234	301	30	10	8
Number Scoring 55–100	282	230	290	29	10	5
Number Scoring 65–100	276	217	284	28	4	4
Number Scoring 85–100	125	83	173	1	0	1
Percentage of Tested Scoring 55–100	99%	98%	96%	97%	100%	62%
Percentage of Tested Scoring 65–100	97%	93%	94%	93%	40%	50%
Percentage of Tested Scoring 85–100	44%	35%	57%	3%	0%	12%
U.S. History and Government (first administered June 2001)						
Number Tested	227	300	273	10	17	12
Number Scoring 55–100	222	288	268	8	13	9
Number Scoring 65–100	210	269	261	7	13	8
Number Scoring 85–100	135	111	166	1	0	0
Percentage of Tested Scoring 55–100	98%	96%	98%	80%	76%	75%
Percentage of Tested Scoring 65–100	93%	90%	96%	70%	76%	67%
Percentage of Tested Scoring 85–100	59%	37%	61%	10%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	269	271	292	22	11	4
Number Scoring 55–100	266	264	285	21	11	#
Number Scoring 65–100	259	259	282	20	9	#
Number Scoring 85–100	87	106	143	0	0	#
Percentage of Tested Scoring 55–100	99%	97%	98%	95%	100%	#
Percentage of Tested Scoring 65–100	96%	96%	97%	91%	82%	#
Percentage of Tested Scoring 85–100	32%	39%	49%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	222	256	272	29	7	15
Number Scoring 55–100	210	252	246	25	7	11
Number Scoring 65–100	195	235	241	20	4	10
Number Scoring 85–100	82	97	104	3	1	4
Percentage of Tested Scoring 55–100	95%	98%	90%	86%	100%	73%
Percentage of Tested Scoring 65–100	88%	92%	89%	69%	57%	67%
Percentage of Tested Scoring 85–100	37%	38%	38%	10%	14%	27%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		10	234		0	1
Number Scoring 55–100		7	217		0	#
Number Scoring 65–100		6	169		0	#
Number Scoring 85–100		1	28		0	#
Percentage of Tested Scoring 55–100		70%	93%		0%	#
Percentage of Tested Scoring 65–100		60%	72%		0%	#
Percentage of Tested Scoring 85–100		10%	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	19	8	21	0	0	0
Number Scoring 55–100	19	7	20	0	0	0
Number Scoring 65–100	19	7	20	0	0	0
Number Scoring 85–100	7	4	11	0	0	0
Percentage of Tested Scoring 55–100	100%	88%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	88%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	37%	50%	52%	0%	0%	0%
Comprehensive Italian						
Number Tested	54	45	45	1	0	0
Number Scoring 55–100	53	43	45	#	0	0
Number Scoring 65–100	51	43	42	#	0	0
Number Scoring 85–100	25	20	19	#	0	0
Percentage of Tested Scoring 55–100	98%	96%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	96%	93%	#	0%	0%
Percentage of Tested Scoring 85–100	46%	44%	42%	#	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	165	149	159	1	0	0
Number Scoring 55–100	159	147	152	#	0	0
Number Scoring 65–100	155	142	151	#	0	0
Number Scoring 85–100	79	81	115	#	0	0
Percentage of Tested Scoring 55–100	96%	99%	96%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	95%	95%	#	0%	0%
Percentage of Tested Scoring 85–100	48%	54%	72%	#	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	307	314	47	26	15	5
Number Scoring 55–100	260	260	29	14	7	1
Number Scoring 65–100	248	229	17	13	5	1
Number Scoring 85–100	131	114	2	2	0	0
Percentage of Tested Scoring 55–100	85%	83%	62%	54%	47%	20%
Percentage of Tested Scoring 65–100	81%	73%	36%	50%	33%	20%
Percentage of Tested Scoring 85–100	43%	36%	4%	8%	0%	0%
Sequential Mathematics, Course III						
Number Tested	213	274	209	2	5	0
Number Scoring 55–100	157	225	154	#	2	0
Number Scoring 65–100	136	202	122	#	2	0
Number Scoring 85–100	46	92	50	#	1	0
Percentage of Tested Scoring 55–100	74%	82%	74%	#	40%	0%
Percentage of Tested Scoring 65–100	64%	74%	58%	#	40%	0%
Percentage of Tested Scoring 85–100	22%	34%	24%	#	20%	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	24	100%	41	95%	43	65%
Students with Disabilities	8	100%	12	100%	10	60%

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	269	269	269	15	15	15	284	284	284
Number Scoring 55–64	5	8	2	3	0	0	8	8	2
Number Scoring 65–84	131	145	135	12	13	15	143	158	150
Number Scoring 85–100	127	112	129	0	0	0	127	112	129
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)