

# New York State School Report Card Comprehensive Information Report

BEDS Code: 21-20-01-04-0003

Grade Range : 9-12

Name: Mount Markham Senior High School

Principal: Lyn Ferrucci

## 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	129	123	137
Tenth	118	141	116
Eleventh	98	118	115
Twelfth	106	95	95
Ungraded Secondary	0	0	0
Total K-12 Enrollment	451	477	463

## 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	3	0.7%	4	0.8%	6	1.3%
Black (Not Hispanic)	5	1.1%	7	1.5%	4	0.9%
Hispanic	1	0.2%	2	0.4%	0	0.0%
White (Not Hispanic)	442	98.0%	464	97.3%	453	97.8%

## 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	17	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	16	22
Mathematics Grade 10	0	22	0
Science Grade 10	0	20	21
Social Studies Grade 10	24	19	24

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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	96	21.3%	51	10.7%	93	20.1%

### 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		95.1%		95.0%		95.0%
Student Suspensions	3	0.6%	13	2.9%	47	9.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.0%	6.5%	14.5%
Public Assistance	21-30%	11-20%	31-40%
Student Stability	99%	100%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	30
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	102	47	46%	86	48	56%	97	44	45%
Students with Disabilities	3	0	0%	0	0	0%	0	0	0%
All Students	105	47	45%	86	48	56%	97	44	45%

\*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	28	48	3	3	14	1
Percent	29%	49%	3%	3%	14%	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)
0	0	0	0

\*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			4		15	
	Entered GED Program*			0		10	
	Total Noncompleters			4		25	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		1	
	Total Noncompleters			1		1	
All Students	Dropped Out	12	2.7%	5	1.0%	15	3.2%
	Entered GED Program*	3	0.7%	0	0.0%	11	2.4%
	Total Noncompleters	15	3.3%	5	1.0%	26	5.6%

\*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		477	0
	Number of Students with Disabilities		0	0
	Number of All Students		477	0
	Percent of Enrollment		100%	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%	14	71%
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%	1	#

### 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	4	#	4	#	15	93%
Science	5	80%	2	#	15	67%
Reading	2	#	1	#	6	100%
Writing	2	#	1	#	1	#
Global Studies	7	14%	4	#	1	#
U.S. Hist & Gov't	5	60%	5	40%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	100%	13	38%	0	0%
Science	16	69%	15	60%	0	0%
Reading	5	100%	2	#	0	0%
Writing	5	100%	2	#	1	#
Global Studies	16	25%	3	#	0	0%
U.S. Hist & Gov't	4	#	3	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	99	100	129	7	7	0
Number Scoring 55–100	96	94	114	5	5	0
Number Scoring 65–100	79	79	97	2	2	0
Number Scoring 85–100	16	19	42	0	0	0
Percentage of Tested Scoring 55–100	97%	94%	88%	71%	71%	0%
Percentage of Tested Scoring 65–100	80%	79%	75%	29%	29%	0%
Percentage of Tested Scoring 85–100	16%	19%	33%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	95	165	0	3	0
Number Scoring 55–100	0	59	125	0	#	0
Number Scoring 65–100	0	48	98	0	#	0
Number Scoring 85–100	0	23	22	0	#	0
Percentage of Tested Scoring 55–100	0%	62%	76%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	51%	59%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	24%	13%	0%	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	41	0	0	0
Number Scoring 55–100	0	0	40	0	0	0
Number Scoring 65–100	0	0	38	0	0	0
Number Scoring 85–100	0	0	8	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	20%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	133	122	133	14	10	1
Number Scoring 55–100	113	114	118	7	6	#
Number Scoring 65–100	92	95	95	6	3	#
Number Scoring 85–100	28	28	30	2	0	#
Percentage of Tested Scoring 55–100	85%	93%	89%	50%	60%	#
Percentage of Tested Scoring 65–100	69%	78%	71%	43%	30%	#
Percentage of Tested Scoring 85–100	21%	23%	23%	14%	0%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	85	98	126	6	4	1
Number Scoring 55–100	68	95	125	4	#	#
Number Scoring 65–100	49	83	105	2	#	#
Number Scoring 85–100	21	25	40	1	#	#
Percentage of Tested Scoring 55–100	80%	97%	99%	67%	#	#
Percentage of Tested Scoring 65–100	58%	85%	83%	33%	#	#
Percentage of Tested Scoring 85–100	25%	26%	32%	17%	#	#

(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	85	117	113	0	7	1
Number Scoring 55–100	85	117	108	0	7	#
Number Scoring 65–100	84	111	103	0	4	#
Number Scoring 85–100	18	33	33	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	100%	#
Percentage of Tested Scoring 65–100	99%	95%	91%	0%	57%	#
Percentage of Tested Scoring 85–100	21%	28%	29%	0%	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	72	43	53	0	0	0
Number Scoring 55–100	71	42	53	0	0	0
Number Scoring 65–100	66	40	53	0	0	0
Number Scoring 85–100	24	14	22	0	0	0
Percentage of Tested Scoring 55–100	99%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	33%	42%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		49	60		0	0
Number Scoring 55–100		49	59		0	0
Number Scoring 65–100		39	48		0	0
Number Scoring 85–100		6	17		0	0
Percentage of Tested Scoring 55–100		100%	98%		0%	0%
Percentage of Tested Scoring 65–100		80%	80%		0%	0%
Percentage of Tested Scoring 85–100		12%	28%		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	31	27	32	0	0	0
Number Scoring 55–100	31	27	32	0	0	0
Number Scoring 65–100	30	26	30	0	0	0
Number Scoring 85–100	9	8	20	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	96%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	29%	30%	62%	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	32	38	29	0	0	0
Number Scoring 55–100	30	36	29	0	0	0
Number Scoring 65–100	30	34	28	0	0	0
Number Scoring 85–100	9	13	14	0	0	0
Percentage of Tested Scoring 55–100	94%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	89%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	28%	34%	48%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	70	19	4	1	0	0
Number Scoring 55–100	58	16	#	#	0	0
Number Scoring 65–100	48	12	#	#	0	0
Number Scoring 85–100	21	1	#	#	0	0
Percentage of Tested Scoring 55–100	83%	84%	#	#	0%	0%
Percentage of Tested Scoring 65–100	69%	63%	#	#	0%	0%
Percentage of Tested Scoring 85–100	30%	5%	#	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	41	36	4	0	0	0
Number Scoring 55–100	41	36	#	0	0	0
Number Scoring 65–100	41	36	#	0	0	0
Number Scoring 85–100	36	29	#	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	88%	81%	#	0%	0%	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	61	100%	73	100%	50	86%
Students with Disabilities	9	100%	14	86%	0	0%

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	97	97	97	0	0	0	97	97	97
Number Scoring 55–64	14	17	3	0	0	0	14	17	3
Number Scoring 65–84	49	49	61	0	0	0	49	49	61
Number Scoring 85–100	25	24	23	0	0	0	25	24	23
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)