

New York State School Report Card Comprehensive Information Report

BEDS Code: 06-10-01-04-0005
 Name: Maple Grove Junior-Senior High School
 Principal: Edward Turkasz

Grade Range : 7-12

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	73	77	92
Eighth	80	73	78
Ninth	69	78	73
Tenth	81	65	76
Eleventh	67	79	65
Twelfth	66	58	78
Ungraded Secondary	0	0	0
Total K-12 Enrollment	436	430	462

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	0.9%	2	0.4%
Black (Not Hispanic)	5	1.1%	6	1.4%	5	1.1%
Hispanic	2	0.5%	4	0.9%	3	0.6%
White (Not Hispanic)	426	97.7%	416	96.7%	452	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	20	24	20
Mathematics Grade 8	16	19	16
Science Grade 8	18	22	17
Social Studies Grade 8	19	24	20
English Grade 10	21	24	20
Mathematics Grade 10	18	22	15
Science Grade 10	24	17	27
Social Studies Grade 10	22	24	19

(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
49	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 lower 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	24	5.5%	25	5.8%	25	5.4%

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		96.3%		95.4%		96.1%
Student Suspensions	23	5.3%	29	6.7%	14	3.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.0%	1.6%	1.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	94%	98%	99%

Staff Counts

Staff	2002–2003
Total Teachers	40
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	57	37	65%	55	36	65%	65	45	69%
Students with Disabilities	4	0	0%	3	0	0%	8	0	0%
All Students	61	37	61%	58	36	62%	73	45	62%

*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	33	25	6	6	2	1
Percent	45%	34%	8%	8%	3%	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)
8	0	1	9

*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		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	4	1.4%	0	0.0%	0	0.0%
	Entered GED Program*	1	0.4%	0	0.0%	0	0.0%
	Total Noncompleters	5	1.8%	0	0.0%	0	0.0%

*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		32	25
	Number of All Students		32	25
	Percent of Enrollment		11%	9%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	13	100%	0	0%	8	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	56	84%	0	0%	63	100%

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	2	#	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	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	2	#	4	#
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	2	#
Writing	4	#	0	0%	3	#
Global Studies	2	#	0	0%	4	#
U.S. Hist & Gov't	2	#	0	0%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	61	78	63	4	8	5
Number Scoring 55–100	61	75	60	#	5	3
Number Scoring 65–100	54	72	58	#	5	2
Number Scoring 85–100	23	44	32	#	1	0
Percentage of Tested Scoring 55–100	100%	96%	95%	#	62%	60%
Percentage of Tested Scoring 65–100	89%	92%	92%	#	62%	40%
Percentage of Tested Scoring 85–100	38%	56%	51%	#	12%	0%
Mathematics A						
Number Tested	0	1	73	0	0	6
Number Scoring 55–100	0	#	70	0	0	3
Number Scoring 65–100	0	#	65	0	0	2
Number Scoring 85–100	0	#	26	0	0	1
Percentage of Tested Scoring 55–100	0%	#	96%	0%	0%	50%
Percentage of Tested Scoring 65–100	0%	#	89%	0%	0%	33%
Percentage of Tested Scoring 85–100	0%	#	36%	0%	0%	17%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	81	71	74	8	6	5
Number Scoring 55–100	77	69	69	7	4	2
Number Scoring 65–100	70	64	66	5	4	2
Number Scoring 85–100	33	36	32	1	0	0
Percentage of Tested Scoring 55–100	95%	97%	93%	88%	67%	40%
Percentage of Tested Scoring 65–100	86%	90%	89%	62%	67%	40%
Percentage of Tested Scoring 85–100	41%	51%	43%	12%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	60	82	70	9	8	5
Number Scoring 55–100	55	78	65	8	6	3
Number Scoring 65–100	48	67	62	2	6	3
Number Scoring 85–100	26	28	36	0	1	0
Percentage of Tested Scoring 55–100	92%	95%	93%	89%	75%	60%
Percentage of Tested Scoring 65–100	80%	82%	89%	22%	75%	60%
Percentage of Tested Scoring 85–100	43%	34%	51%	0%	12%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	65	66	73	2	2	4
Number Scoring 55–100	65	65	72	#	#	#
Number Scoring 65–100	64	64	71	#	#	#
Number Scoring 85–100	14	34	42	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	99%	#	#	#
Percentage of Tested Scoring 65–100	98%	97%	97%	#	#	#
Percentage of Tested Scoring 85–100	22%	52%	58%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	73	85	75	6	11	2
Number Scoring 55–100	72	84	74	6	10	#
Number Scoring 65–100	69	80	72	4	6	#
Number Scoring 85–100	46	49	54	1	1	#
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	91%	#
Percentage of Tested Scoring 65–100	95%	94%	96%	67%	55%	#
Percentage of Tested Scoring 85–100	63%	58%	72%	17%	9%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		40	43		0	0
Number Scoring 55–100		40	43		0	0
Number Scoring 65–100		37	42		0	0
Number Scoring 85–100		9	15		0	0
Percentage of Tested Scoring 55–100		100%	100%		0%	0%
Percentage of Tested Scoring 65–100		93%	98%		0%	0%
Percentage of Tested Scoring 85–100		23%	35%		0%	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	5	10	11	0	0	0
Number Scoring 55–100	5	10	11	0	0	0
Number Scoring 65–100	5	10	11	0	0	0
Number Scoring 85–100	2	2	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	20%	55%	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	2	0	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%
Comprehensive Spanish						
Number Tested	36	29	41	0	0	0
Number Scoring 55–100	36	29	41	0	0	0
Number Scoring 65–100	36	29	40	0	0	0
Number Scoring 85–100	23	20	29	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	64%	69%	71%	0%	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	63	72	2	0	1	0
Number Scoring 55–100	60	69	#	0	#	0
Number Scoring 65–100	58	66	#	0	#	0
Number Scoring 85–100	36	41	#	0	#	0
Percentage of Tested Scoring 55–100	95%	96%	#	0%	#	0%
Percentage of Tested Scoring 65–100	92%	92%	#	0%	#	0%
Percentage of Tested Scoring 85–100	57%	57%	#	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	34	46	49	0	0	0
Number Scoring 55–100	34	45	46	0	0	0
Number Scoring 65–100	30	44	44	0	0	0
Number Scoring 85–100	16	28	27	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	96%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	61%	55%	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	15	87%	50	100%	35	100%
Students with Disabilities	0	0%	7	71%	6	100%

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	70	0%	19%	59%	23%
	Students with Disabilities	8	0%	88%	13%	0%
	All Students	78	0%	26%	54%	21%

(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	67	67	67	8	8	8	75	75	75
Number Scoring 55–64	8	6	1	2	0	2	10	6	3
Number Scoring 65–84	30	32	23	4	5	2	34	37	25
Number Scoring 85–100	29	25	41	1	1	3	30	26	44
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)