

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-07-02-03-0006

Grade Range : 9-12

Name: Maryvale High School

Principal: Renee Salvadore

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	184	210	225
Tenth	203	174	215
Eleventh	213	178	169
Twelfth	189	206	188
Ungraded Secondary	0	0	0
Total K-12 Enrollment	789	768	797

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	4	0.5%	8	1.0%	5	0.6%
Black (Not Hispanic)	16	2.0%	15	2.0%	17	2.1%
Hispanic	8	1.0%	3	0.4%	3	0.4%
White (Not Hispanic)	761	96.5%	742	96.6%	772	96.9%

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	16	18	19
Mathematics Grade 10	20	21	19
Science Grade 10	19	18	17
Social Studies Grade 10	18	17	18

(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
50	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 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	9	1.1%	16	2.1%	14	1.8%
Eligible for Free Lunch	58	7.3%	49	6.4%	51	6.4%

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		90.4%		91.4%		93.6%
Student Suspensions	38	4.9%	37	4.7%	56	7.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.3%	6.3%	6.8%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	87%	95%	93%

Staff Counts

Staff	2002–2003
Total Teachers	65
Total Other Professional Staff	7
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	140	88	63%	151	94	62%	141	98	70%
Students with Disabilities	14	1	7%	8	1	12%	10	0	0%
All Students	154	89	58%	159	95	60%	151	98	65%

*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	78	44	2	5	13	9
Percent	52%	29%	1%	3%	9%	6%

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)
10	0	3	13

*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			17		16	
	Entered GED Program*			4		21	
	Total Noncompleters			21		37	
Students with Disabilities	Dropped Out			9		3	
	Entered GED Program*			0		6	
	Total Noncompleters			9		9	
All Students	Dropped Out	25	3.2%	26	3.4%	19	2.4%
	Entered GED Program*	34	4.3%	4	0.5%	27	3.4%
	Total Noncompleters	59	7.5%	30	3.9%	46	5.8%

*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		683	706
	Number of Students with Disabilities		85	91
	Number of All Students		768	797
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	35	91%	36	64%	34	88%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	140	91%	135	80%	134	91%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	15	73%	0	0%	12	67%

(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	#	0	0%
Science	2	#	3	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	31	87%	1	#	48	62%
Science	5	20%	1	#	5	40%
Reading	0	0%	1	#	11	100%
Writing	0	0%	1	#	15	87%
Global Studies	0	0%	0	0%	16	6%
U.S. Hist & Gov't	3	#	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	179	182	172	11	2	24
Number Scoring 55–100	176	162	146	10	#	11
Number Scoring 65–100	160	145	134	5	#	5
Number Scoring 85–100	23	42	41	0	#	0
Percentage of Tested Scoring 55–100	98%	89%	85%	91%	#	46%
Percentage of Tested Scoring 65–100	89%	80%	78%	45%	#	21%
Percentage of Tested Scoring 85–100	13%	23%	24%	0%	#	0%
Mathematics A						
Number Tested	0	144	310	0	0	18
Number Scoring 55–100	0	108	282	0	0	9
Number Scoring 65–100	0	99	260	0	0	5
Number Scoring 85–100	0	37	57	0	0	0
Percentage of Tested Scoring 55–100	0%	75%	91%	0%	0%	50%
Percentage of Tested Scoring 65–100	0%	69%	84%	0%	0%	28%
Percentage of Tested Scoring 85–100	0%	26%	18%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	86	0	0	3
Number Scoring 55–100	0	0	64	0	0	#
Number Scoring 65–100	0	0	50	0	0	#
Number Scoring 85–100	0	0	7	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	74%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	58%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	8%	0%	0%	#
Global History and Geography						
Number Tested	203	170	218	19	1	24
Number Scoring 55–100	200	167	190	17	#	12
Number Scoring 65–100	193	148	175	13	#	7
Number Scoring 85–100	67	22	65	1	#	0
Percentage of Tested Scoring 55–100	99%	98%	87%	89%	#	50%
Percentage of Tested Scoring 65–100	95%	87%	80%	68%	#	29%
Percentage of Tested Scoring 85–100	33%	13%	30%	5%	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	174	183	179	11	2	25
Number Scoring 55–100	160	169	176	9	#	22
Number Scoring 65–100	152	152	165	5	#	15
Number Scoring 85–100	73	48	81	2	#	3
Percentage of Tested Scoring 55–100	92%	92%	98%	82%	#	88%
Percentage of Tested Scoring 65–100	87%	83%	92%	45%	#	60%
Percentage of Tested Scoring 85–100	42%	26%	45%	18%	#	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	209	201	213	28	0	30
Number Scoring 55–100	208	195	207	28	0	24
Number Scoring 65–100	198	188	194	21	0	17
Number Scoring 85–100	27	39	34	0	0	1
Percentage of Tested Scoring 55–100	100%	97%	97%	100%	0%	80%
Percentage of Tested Scoring 65–100	95%	94%	91%	75%	0%	57%
Percentage of Tested Scoring 85–100	13%	19%	16%	0%	0%	3%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	98	190	210	9	1	23
Number Scoring 55–100	91	178	186	7	#	11
Number Scoring 65–100	87	165	167	7	#	5
Number Scoring 85–100	44	68	80	1	#	2
Percentage of Tested Scoring 55–100	93%	94%	89%	78%	#	48%
Percentage of Tested Scoring 65–100	89%	87%	80%	78%	#	22%
Percentage of Tested Scoring 85–100	45%	36%	38%	11%	#	9%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		107	129		0	4
Number Scoring 55–100		104	123		0	#
Number Scoring 65–100		81	100		0	#
Number Scoring 85–100		9	17		0	#
Percentage of Tested Scoring 55–100		97%	95%		0%	#
Percentage of Tested Scoring 65–100		76%	78%		0%	#
Percentage of Tested Scoring 85–100		8%	13%		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	23	16	13	0	0	0
Number Scoring 55–100	23	16	13	0	0	0
Number Scoring 65–100	23	16	11	0	0	0
Number Scoring 85–100	13	3	4	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	85%	0%	0%	0%
Percentage of Tested Scoring 85–100	57%	19%	31%	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	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	69	42	76	0	0	2
Number Scoring 55–100	69	41	73	0	0	#
Number Scoring 65–100	66	39	72	0	0	#
Number Scoring 85–100	32	10	25	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	96%	93%	95%	0%	0%	#
Percentage of Tested Scoring 85–100	46%	24%	33%	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	210	160	21	2	1	0
Number Scoring 55–100	150	113	10	#	#	0
Number Scoring 65–100	127	94	7	#	#	0
Number Scoring 85–100	52	37	0	#	#	0
Percentage of Tested Scoring 55–100	71%	71%	48%	#	#	0%
Percentage of Tested Scoring 65–100	60%	59%	33%	#	#	0%
Percentage of Tested Scoring 85–100	25%	23%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	105	122	17	0	0	0
Number Scoring 55–100	85	101	11	0	0	0
Number Scoring 65–100	75	87	9	0	0	0
Number Scoring 85–100	27	46	0	0	0	0
Percentage of Tested Scoring 55–100	81%	83%	65%	0%	0%	0%
Percentage of Tested Scoring 65–100	71%	71%	53%	0%	0%	0%
Percentage of Tested Scoring 85–100	26%	38%	0%	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	162	95%	207	94%	155	96%
Students with Disabilities	30	93%	0	0%	25	56%

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	143	143	143	14	14	14	157	157	157
Number Scoring 55–64	1	1	0	3	1	2	4	2	2
Number Scoring 65–84	74	90	75	8	8	9	82	98	84
Number Scoring 85–100	64	48	65	1	1	0	65	49	65
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)