

New York State School Report Card Comprehensive Information Report

BEDS Code: 17-08-01-04-0002

Grade Range : 7-12

Name: Mayfield High School

Principal: John Wiktorko

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	101	97	112
Eighth	89	89	97
Ninth	88	87	100
Tenth	87	76	74
Eleventh	102	74	66
Twelfth	79	91	71
Ungraded Secondary	6	14	20
Total K-12 Enrollment	552	528	540

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	1	0.2%	1	0.2%	1	0.2%
Black (Not Hispanic)	2	0.4%	1	0.2%	2	0.4%
Hispanic	5	0.9%	4	0.8%	2	0.4%
White (Not Hispanic)	544	98.6%	522	98.9%	535	99.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	18	20
Mathematics Grade 8	17	19	16
Science Grade 8	25	20	19
Social Studies Grade 8	20	22	19
English Grade 10	22	17	21
Mathematics Grade 10	21	15	20
Science Grade 10	17	0	23
Social Studies Grade 10	22	21	21

(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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	108	19.6%	77	14.6%	77	14.3%

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		92.0%		92.0%		93.0%
Student Suspensions	62	10.8%	77	14.0%	49	9.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.6%	12.5%	10.9%
Public Assistance	21-30%	31-40%	21-30%
Student Stability	100%	97%	99%

Staff Counts

Staff	2002–2003
Total Teachers	42
Total Other Professional Staff	4
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	65	43	66%	80	57	71%	63	46	73%
Students with Disabilities	2	0	0%	4	0	0%	3	0	0%
All Students	67	43	64%	84	57	68%	66	46	70%

*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	21	30	0	0	15	0
Percent	32%	45%	0%	0%	23%	0%

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)
3	0	3	6

*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		2	
	Entered GED Program*			17		11	
	Total Noncompleters			17		13	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			3		1	
	Total Noncompleters			4		1	
All Students	Dropped Out	5	1.4%	1	0.3%	2	0.6%
	Entered GED Program*	17	4.7%	20	5.9%	12	3.7%
	Total Noncompleters	22	6.1%	21	6.2%	14	4.3%

*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	54	94%	32	100%	38	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	69	86%	91	86%	65	95%

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	4	#	3	#	2	#

(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	3	#	1	#	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	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	2	#	7	100%
Science	0	0%	1	#	6	100%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	7	57%
U.S. Hist & Gov't	2	#	2	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	85	74	75	5	3	7
Number Scoring 55–100	84	74	73	5	#	6
Number Scoring 65–100	81	72	69	2	#	6
Number Scoring 85–100	14	32	28	0	#	0
Percentage of Tested Scoring 55–100	99%	100%	97%	100%	#	86%
Percentage of Tested Scoring 65–100	95%	97%	92%	40%	#	86%
Percentage of Tested Scoring 85–100	16%	43%	37%	0%	#	0%
Mathematics A						
Number Tested	0	4	72	0	0	4
Number Scoring 55–100	0	#	67	0	0	#
Number Scoring 65–100	0	#	63	0	0	#
Number Scoring 85–100	0	#	11	0	0	#
Percentage of Tested Scoring 55–100	0%	#	93%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	#	88%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	#	15%	0%	0%	#
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	82	78	81	4	6	7
Number Scoring 55–100	82	74	74	#	4	5
Number Scoring 65–100	80	66	58	#	2	2
Number Scoring 85–100	33	11	21	#	0	0
Percentage of Tested Scoring 55–100	100%	95%	91%	#	67%	71%
Percentage of Tested Scoring 65–100	98%	85%	72%	#	33%	29%
Percentage of Tested Scoring 85–100	40%	14%	26%	#	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	80	77	72	4	3	7
Number Scoring 55–100	74	75	71	#	#	7
Number Scoring 65–100	63	67	62	#	#	4
Number Scoring 85–100	26	29	34	#	#	0
Percentage of Tested Scoring 55–100	93%	97%	99%	#	#	100%
Percentage of Tested Scoring 65–100	79%	87%	86%	#	#	57%
Percentage of Tested Scoring 85–100	33%	38%	47%	#	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	67	80	107	1	1	13
Number Scoring 55–100	67	80	105	#	#	12
Number Scoring 65–100	67	76	98	#	#	10
Number Scoring 85–100	12	13	21	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	98%	#	#	92%
Percentage of Tested Scoring 65–100	100%	95%	92%	#	#	77%
Percentage of Tested Scoring 85–100	18%	16%	20%	#	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	64	76	35	3	7	0
Number Scoring 55–100	59	75	34	#	6	0
Number Scoring 65–100	53	70	33	#	5	0
Number Scoring 85–100	22	22	17	#	0	0
Percentage of Tested Scoring 55–100	92%	99%	97%	#	86%	0%
Percentage of Tested Scoring 65–100	83%	92%	94%	#	71%	0%
Percentage of Tested Scoring 85–100	34%	29%	49%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		47	46		0	0
Number Scoring 55–100		46	42		0	0
Number Scoring 65–100		41	36		0	0
Number Scoring 85–100		4	4		0	0
Percentage of Tested Scoring 55–100		98%	91%		0%	0%
Percentage of Tested Scoring 65–100		87%	78%		0%	0%
Percentage of Tested Scoring 85–100		9%	9%		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	31	18	22	0	0	0
Number Scoring 55–100	31	18	22	0	0	0
Number Scoring 65–100	30	18	22	0	0	0
Number Scoring 85–100	13	5	16	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	28%	73%	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	1	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 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	31	22	32	0	0	0
Number Scoring 55–100	31	22	32	0	0	0
Number Scoring 65–100	29	20	30	0	0	0
Number Scoring 85–100	17	11	12	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	91%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	50%	38%	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	74	50	4	0	0	0
Number Scoring 55–100	71	45	#	0	0	0
Number Scoring 65–100	57	41	#	0	0	0
Number Scoring 85–100	32	22	#	0	0	0
Percentage of Tested Scoring 55–100	96%	90%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	77%	82%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	44%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	47	35	43	0	0	0
Number Scoring 55–100	42	29	33	0	0	0
Number Scoring 65–100	37	29	28	0	0	0
Number Scoring 85–100	18	14	12	0	0	0
Percentage of Tested Scoring 55–100	89%	83%	77%	0%	0%	0%
Percentage of Tested Scoring 65–100	79%	83%	65%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	40%	28%	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	21	100%	45	100%	19	89%
Students with Disabilities	2	#	10	100%	2	#

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	88	0%	19%	64%	17%
	Students with Disabilities	10	0%	30%	70%	0%
	All Students	98	0%	20%	64%	15%

(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	60	60	60	1	1	1	61	61	61
Number Scoring 55–64	#	#	#	#	#	#	1	3	0
Number Scoring 65–84	#	#	#	#	#	#	29	31	43
Number Scoring 85–100	#	#	#	#	#	#	30	27	17
Approved Alternatives	#	#	#	#	#	#	1	0	0

(Form – K)