

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-12-03-0005

Grade Range : 9-12

Name: Malverne Senior High School

Principal: Glenda Good

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	156	175	149
Tenth	135	147	168
Eleventh	117	127	132
Twelfth	106	128	120
Ungraded Secondary	30	0	0
Total K-12 Enrollment	544	577	569

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	14	2.6%	14	2.4%	11	1.9%
Black (Not Hispanic)	330	60.7%	352	61.0%	348	61.2%
Hispanic	51	9.4%	41	7.1%	48	8.4%
White (Not Hispanic)	149	27.4%	170	29.5%	162	28.5%

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	25	0	0
Social Studies Grade 8	0	0	0
English Grade 10	21	28	23
Mathematics Grade 10	18	21	19
Science Grade 10	18	0	17
Social Studies Grade 10	23	24	23

(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	18	3.3%	15	2.6%	7	1.2%
Eligible for Free Lunch	58	10.7%	72	12.5%	72	12.7%

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		92.9%		94.0%		94.3%
Student Suspensions	79	14.8%	78	14.3%	60	10.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.7%	3.1%	4.0%
Public Assistance	11-20%	11-20%	1-10%
Student Stability	94%	96%	99%

Staff Counts

Staff	2002–2003
Total Teachers	46
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	81	31	38%	98	50	51%	120	61	51%
Students with Disabilities	16	1	6%	9	0	0%	3	0	0%
All Students	97	32	33%	107	50	47%	123	61	50%

*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	64	40	1	1	15	2
Percent	52%	33%	1%	1%	12%	2%

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	1	4

*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*			1		1	
	Total Noncompleters			1		3	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	8	1.5%	0	0.0%	2	0.4%
	Entered GED Program*	8	1.5%	1	0.2%	1	0.2%
	Total Noncompleters	16	2.9%	1	0.2%	3	0.5%

*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		484	489
	Number of Students with Disabilities		73	80
	Number of All Students		557	569
	Percent of Enrollment		97%	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	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	5	100%	3	#	19	53%
Science	0	0%	7	86%	14	21%
Reading	0	0%	3	#	0	0%
Writing	0	0%	3	#	2	#
Global Studies	10	90%	4	#	11	73%
U.S. Hist & Gov't	2	#	4	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	92%	3	#	1	#
Science	11	36%	2	#	1	#
Reading	15	80%	8	100%	0	0%
Writing	19	100%	3	#	0	0%
Global Studies	13	85%	2	#	1	#
U.S. Hist & Gov't	9	44%	8	50%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	143	133	135	16	0	1
Number Scoring 55–100	122	120	112	7	0	#
Number Scoring 65–100	99	97	102	3	0	#
Number Scoring 85–100	23	37	33	0	0	#
Percentage of Tested Scoring 55–100	85%	90%	83%	44%	0%	#
Percentage of Tested Scoring 65–100	69%	73%	76%	19%	0%	#
Percentage of Tested Scoring 85–100	16%	28%	24%	0%	0%	#
Mathematics A						
Number Tested	0	0	134	0	0	0
Number Scoring 55–100	0	0	126	0	0	0
Number Scoring 65–100	0	0	113	0	0	0
Number Scoring 85–100	0	0	6	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	84%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	4%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	1	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%
Global History and Geography						
Number Tested	136	142	172	12	0	0
Number Scoring 55–100	126	124	155	11	0	0
Number Scoring 65–100	100	102	139	5	0	0
Number Scoring 85–100	40	20	42	1	0	0
Percentage of Tested Scoring 55–100	93%	87%	90%	92%	0%	0%
Percentage of Tested Scoring 65–100	74%	72%	81%	42%	0%	0%
Percentage of Tested Scoring 85–100	29%	14%	24%	8%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	121	147	145	14	1	1
Number Scoring 55–100	91	133	138	6	#	#
Number Scoring 65–100	75	100	121	6	#	#
Number Scoring 85–100	25	23	35	0	#	#
Percentage of Tested Scoring 55–100	75%	90%	95%	43%	#	#
Percentage of Tested Scoring 65–100	62%	68%	83%	43%	#	#
Percentage of Tested Scoring 85–100	21%	16%	24%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	103	120	33	14	0	0
Number Scoring 55–100	92	118	33	13	0	0
Number Scoring 65–100	69	113	30	11	0	0
Number Scoring 85–100	3	3	3	0	0	0
Percentage of Tested Scoring 55–100	89%	98%	100%	93%	0%	0%
Percentage of Tested Scoring 65–100	67%	94%	91%	79%	0%	0%
Percentage of Tested Scoring 85–100	3%	3%	9%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	28	98	106	1	0	0
Number Scoring 55–100	23	89	98	#	0	0
Number Scoring 65–100	15	74	79	#	0	0
Number Scoring 85–100	1	10	7	#	0	0
Percentage of Tested Scoring 55–100	82%	91%	92%	#	0%	0%
Percentage of Tested Scoring 65–100	54%	76%	75%	#	0%	0%
Percentage of Tested Scoring 85–100	4%	10%	7%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		48	50		0	0
Number Scoring 55–100		45	45		0	0
Number Scoring 65–100		28	30		0	0
Number Scoring 85–100		7	3		0	0
Percentage of Tested Scoring 55–100		94%	90%		0%	0%
Percentage of Tested Scoring 65–100		58%	60%		0%	0%
Percentage of Tested Scoring 85–100		15%	6%		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	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 Italian						
Number Tested	23	11	21	0	0	0
Number Scoring 55–100	23	11	21	0	0	0
Number Scoring 65–100	23	10	21	0	0	0
Number Scoring 85–100	12	2	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	52%	18%	38%	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	53	54	56	1	0	0
Number Scoring 55–100	53	53	56	#	0	0
Number Scoring 65–100	52	50	56	#	0	0
Number Scoring 85–100	31	23	25	#	0	0
Percentage of Tested Scoring 55–100	100%	98%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	93%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	58%	43%	45%	#	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	151	137	22	5	1	0
Number Scoring 55–100	99	100	15	3	#	0
Number Scoring 65–100	82	89	11	2	#	0
Number Scoring 85–100	28	32	0	0	#	0
Percentage of Tested Scoring 55–100	66%	73%	68%	60%	#	0%
Percentage of Tested Scoring 65–100	54%	65%	50%	40%	#	0%
Percentage of Tested Scoring 85–100	19%	23%	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	43	54	64	2	0	0
Number Scoring 55–100	37	45	59	#	0	0
Number Scoring 65–100	36	43	55	#	0	0
Number Scoring 85–100	17	18	16	#	0	0
Percentage of Tested Scoring 55–100	86%	83%	92%	#	0%	0%
Percentage of Tested Scoring 65–100	84%	80%	86%	#	0%	0%
Percentage of Tested Scoring 85–100	40%	33%	25%	#	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	32	97%	5	100%	20	70%
Students with Disabilities	9	89%	0	0%	1	#

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	118	118	118	1	1	1	119	119	119
Number Scoring 55–64	#	#	#	#	#	#	10	20	14
Number Scoring 65–84	#	#	#	#	#	#	59	72	70
Number Scoring 85–100	#	#	#	#	#	#	37	22	23
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)