

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-07-02-03-0006  
 Name: Maryvale High School  
 Principal: Renee Salvadore

Grade Range : 9-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	225	177	207
Tenth	215	214	190
Eleventh	169	210	204
Twelfth	188	165	212
Ungraded Secondary	0	0	0
Total K-12 Enrollment	797	766	813

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	0.6%	13	1.7%	9	1.1%
Black (Not Hispanic)	17	2.1%	28	3.7%	28	3.4%
Hispanic	3	0.4%	7	0.9%	8	1.0%
White (Not Hispanic)	772	96.9%	718	93.7%	768	94.5%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	19	18	25
Mathematics Grade 10	19	17	15
Science Grade 10	17	20	18
Social Studies Grade 10	18	21	22

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	14	1.8%	15	2.0%	11	1.4%
Eligible for Free Lunch	51	6.4%	71	9.3%	84	10.3%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.6%		95.2%		93.8%
Student Suspensions	56	7.3%	66	8.3%	62	8.1%

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

	2002-03	2003-04	2004-05
Reduced Lunch	6.8%	7.6%	7.9%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	93%	96%	92%

### Staff Counts

Staff	2004-05
Total Teachers	61
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	141	122	169
	Regents Diplomas	98	99	150
	% Regents Diplomas	70%	81%	89%
	Regents Diplomas with Advanced Designation**			65
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	10	16	2
	Regents Diplomas	0	2	1
	% Regents Diplomas	0%	12%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	3	0	2
<b>All Students</b>	Total Graduates*	151	138	171
	Regents Diplomas	98	101	151
	% Regents Diplomas	65%	73%	88%
	Regents Diplomas with Advanced Designation**			65
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates	3	0	2

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	84	54	0	3	27	1	0	0
	<b>Percent</b>	50%	32%	0%	2%	16%	1%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	1	0	0	0	0	0	0	1
	<b>Percent</b>	50%	0%	0%	0%	0%	0%	0%	50%
<b>All Students</b>	<b>Number</b>	85	54	0	3	27	1	0	1
	<b>Percent</b>	50%	32%	0%	2%	16%	1%	0%	1%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	16		9	1.3%	11	1.5%
	Entered GED Program*	21		21	3.1%	25	3.3%
	Total Noncompleters	37		30	4.4%	36	4.8%
<b>Students with Disabilities</b>	Dropped Out	3		3	3.6%	6	8.3%
	Entered GED Program*	6		2	2.4%	3	4.2%
	Total Noncompleters	9		5	6.0%	9	12.5%
<b>All Students</b>	Dropped Out	19	2.4%	12	1.6%	17	2.1%
	Entered GED Program*	27	3.4%	23	3.0%	28	3.4%
	Total Noncompleters	46	5.8%	35	4.6%	45	5.5%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
<b>6-8</b>	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
<b>9-12</b>	Number of General-Education Students	706	682	546
	Number of Students with Disabilities	91	84	62
	Number of All Students	797	766	608
	Percent of Enrollment	100%	100%	75%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	34	88%	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	134	91%	105	79%	2	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	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	12	67%	17	53%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	48	63%	18	89%	21	95%
Science	5	40%	10	90%	5	80%
Reading	11	100%	11	82%	7	86%
Writing	15	87%	13	85%	7	100%
Global Studies	16	6%	13	62%	7	14%
U.S. Hist & Gov't	2	#	4	#	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	172	203	186	24	20	20
Number Scoring 55-100	146	189	178	11	9	17
Number Scoring 65-100	134	186	172	5	7	12
Number Scoring 85-100	41	59	82	0	0	1
Percentage of Tested Scoring 55-100	85%	93%	96%	46%	45%	85%
Percentage of Tested Scoring 65-100	78%	92%	92%	21%	35%	60%
Percentage of Tested Scoring 85-100	24%	29%	44%	0%	0%	5%
<b>Mathematics A</b>						
Number Tested	310	231	173	18	22	18
Number Scoring 55-100	282	227	167	9	20	14
Number Scoring 65-100	260	214	154	5	13	10
Number Scoring 85-100	57	48	49	0	0	0
Percentage of Tested Scoring 55-100	91%	98%	97%	50%	91%	78%
Percentage of Tested Scoring 65-100	84%	93%	89%	28%	59%	56%
Percentage of Tested Scoring 85-100	18%	21%	28%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	86	106	116	3	2	2
Number Scoring 55-100	64	82	80	#	#	#
Number Scoring 65-100	50	65	64	#	#	#
Number Scoring 85-100	7	8	8	#	#	#
Percentage of Tested Scoring 55-100	74%	77%	69%	#	#	#
Percentage of Tested Scoring 65-100	58%	61%	55%	#	#	#
Percentage of Tested Scoring 85-100	8%	8%	7%	#	#	#
<b>Global History and Geography</b>						
Number Tested	218	226	197	24	26	18
Number Scoring 55-100	190	214	172	12	18	10
Number Scoring 65-100	175	199	167	7	14	8
Number Scoring 85-100	65	76	45	0	1	0
Percentage of Tested Scoring 55-100	87%	95%	87%	50%	69%	56%
Percentage of Tested Scoring 65-100	80%	88%	85%	29%	54%	44%
Percentage of Tested Scoring 85-100	30%	34%	23%	0%	4%	0%
<b>U.S. History and Government</b>						
Number Tested	179	185	189	25	17	19
Number Scoring 55-100	176	173	182	22	11	15
Number Scoring 65-100	165	166	178	15	7	14
Number Scoring 85-100	81	97	93	3	3	4
Percentage of Tested Scoring 55-100	98%	94%	96%	88%	65%	79%
Percentage of Tested Scoring 65-100	92%	90%	94%	60%	41%	74%
Percentage of Tested Scoring 85-100	45%	52%	49%	12%	18%	21%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	213	164	194	30	21	21
Number Scoring 55-100	207	154	177	24	17	13
Number Scoring 65-100	194	140	167	17	13	10
Number Scoring 85-100	34	32	33	1	1	0
Percentage of Tested Scoring 55-100	97%	94%	91%	80%	81%	62%
Percentage of Tested Scoring 65-100	91%	85%	86%	57%	62%	48%
Percentage of Tested Scoring 85-100	16%	20%	17%	3%	5%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	210	221	182	23	25	14
Number Scoring 55-100	186	202	159	11	18	8
Number Scoring 65-100	167	183	137	5	10	5
Number Scoring 85-100	80	52	51	2	0	0
Percentage of Tested Scoring 55-100	89%	91%	87%	48%	72%	57%
Percentage of Tested Scoring 65-100	80%	83%	75%	22%	40%	36%
Percentage of Tested Scoring 85-100	38%	24%	28%	9%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	129	121	152	4	3	3
Number Scoring 55-100	123	118	142	#	#	#
Number Scoring 65-100	100	91	106	#	#	#
Number Scoring 85-100	17	10	17	#	#	#
Percentage of Tested Scoring 55-100	95%	98%	93%	#	#	#
Percentage of Tested Scoring 65-100	78%	75%	70%	#	#	#
Percentage of Tested Scoring 85-100	13%	8%	11%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		42	23		1	2
Number Scoring 55-100		37	17		#	#
Number Scoring 65-100		30	16		#	#
Number Scoring 85-100		10	5		#	#
Percentage of Tested Scoring 55-100		88%	74%		#	#
Percentage of Tested Scoring 65-100		71%	70%		#	#
Percentage of Tested Scoring 85-100		24%	22%		#	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	13	23	30	0	0	1
Number Scoring 55-100	13	22	30	0	0	#
Number Scoring 65-100	11	21	30	0	0	#
Number Scoring 85-100	4	6	12	0	0	#
Percentage of Tested Scoring 55-100	100%	96%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	85%	91%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	31%	26%	40%	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	76	84	82	2	0	3
Number Scoring 55-100	73	79	77	#	0	#
Number Scoring 65-100	72	74	75	#	0	#
Number Scoring 85-100	25	16	34	#	0	#
Percentage of Tested Scoring 55-100	96%	94%	94%	#	0%	#
Percentage of Tested Scoring 65-100	95%	88%	91%	#	0%	#
Percentage of Tested Scoring 85-100	33%	19%	41%	#	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)



## New York State Alternate Assessments (NYSAA) 2004–05

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

### 2001 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	169	169	169	9	9	9	178	178	178
Number Scoring 55–64	3	4	2	3	0	2	6	4	4
Number Scoring 65–84	99	66	87	2	2	5	101	68	92
Number Scoring 85–100	58	90	77	0	1	1	58	91	78
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		8	5		0	0
Beginning		0	0		0	0
Intermediate		2	0		0	0
Advanced		4	3		0	0
Proficient		2	2		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		8	5		0	0
Beginning		0	0		0	0
Intermediate		4	1		0	0
Advanced		4	2		0	0
Proficient		0	2		0	0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)