

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-01-06-0005
 Name: Ward Melville Senior High School
 Principal: Leon Beckerman

Grade Range : 10-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	0	0	0
Tenth	587	605	626
Eleventh	545	577	591
Twelfth	504	557	596
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1636	1739	1813

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	61	3.7%	69	4.0%	116	6.4%
Black (Not Hispanic)	40	2.4%	33	1.9%	24	1.3%
Hispanic	99	6.1%	29	1.7%	52	2.9%
White (Not Hispanic)	1436	87.8%	1608	92.5%	1621	89.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	22	22	24
Mathematics Grade 10	23	21	22
Science Grade 10	24	24	23
Social Studies Grade 10	26	23	24

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
52	All schools in this group are secondary level schools in school districts with low 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	20	1.2%	14	0.8%	16	0.9%
Eligible for Free Lunch	30	1.8%	20	1.2%	25	1.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.2%		93.3%		96.2%
Student Suspensions	173	11.2%	67	4.1%	67	3.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	1.1%	1.0%	1.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	98%	98%

Staff Counts

Staff	2003-04
Total Teachers	145
Total Other Professional Staff	20
Total Paraprofessionals	NA
Teaching Out of Certification*	1

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	412	334	81%	473	388	82%	502	418	83%
Students with Disabilities	56	13	23%	53	16	30%	62	26	42%
All Students	468	347	74%	526	404	77%	564	444	79%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	402	140	5	3	10	4
Percent	71%	25%	1%	1%	2%	1%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
62	26	3	65

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	63		59		38	2.4%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	63		59		38	2.4%
Students with Disabilities	Dropped Out	6		11		8	4.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	6		11		8	4.0%
All Students	Dropped Out	69	4.2%	70	4.0%	46	2.5%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	69	4.2%	70	4.0%	46	2.5%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	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%
6-8	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%
9-12	Number of General-Education Students	0	520	504
	Number of Students with Disabilities	0	80	68
	Number of All Students	0	600	572
	Percent of Enrollment	0%	35%	32%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	3	#	3	#
Science	2	#	1	#	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	4	#	1	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	83%	47	85%	6	100%
Science	3	#	24	75%	6	100%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	13	92%	20	65%	0	0%
U.S. Hist & Gov't	5	80%	7	71%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	545	560	584	51	61	62
Number Scoring 55-100	529	543	575	41	47	57
Number Scoring 65-100	497	526	555	31	43	44
Number Scoring 85-100	270	291	352	3	8	3
Percentage of Tested Scoring 55-100	97%	97%	98%	80%	77%	92%
Percentage of Tested Scoring 65-100	91%	94%	95%	61%	70%	71%
Percentage of Tested Scoring 85-100	50%	52%	60%	6%	13%	5%
Mathematics A						
Number Tested	42	180	302	11	65	38
Number Scoring 55-100	11	117	289	2	35	32
Number Scoring 65-100	6	101	261	1	29	23
Number Scoring 85-100	1	1	57	0	1	1
Percentage of Tested Scoring 55-100	26%	65%	96%	18%	54%	84%
Percentage of Tested Scoring 65-100	14%	56%	86%	9%	45%	61%
Percentage of Tested Scoring 85-100	2%	1%	19%	0%	2%	3%
Mathematics 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%
Global History and Geography						
Number Tested	569	606	603	57	77	52
Number Scoring 55-100	562	593	593	52	66	47
Number Scoring 65-100	546	582	580	45	61	40
Number Scoring 85-100	263	358	375	11	18	8
Percentage of Tested Scoring 55-100	99%	98%	98%	91%	86%	90%
Percentage of Tested Scoring 65-100	96%	96%	96%	79%	79%	77%
Percentage of Tested Scoring 85-100	46%	59%	62%	19%	23%	15%
U.S. History and Government						
Number Tested	480	529	541	49	62	61
Number Scoring 55-100	475	521	536	46	58	60
Number Scoring 65-100	454	517	527	40	55	54
Number Scoring 85-100	191	348	347	8	23	22
Percentage of Tested Scoring 55-100	99%	98%	99%	94%	94%	98%
Percentage of Tested Scoring 65-100	95%	98%	97%	82%	89%	89%
Percentage of Tested Scoring 85-100	40%	66%	64%	16%	37%	36%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	306	298	353	39	46	49
Number Scoring 55-100	305	298	351	38	46	47
Number Scoring 65-100	302	287	346	38	43	45
Number Scoring 85-100	105	59	71	5	2	3
Percentage of Tested Scoring 55-100	100%	100%	99%	97%	100%	96%
Percentage of Tested Scoring 65-100	99%	96%	98%	97%	93%	92%
Percentage of Tested Scoring 85-100	34%	20%	20%	13%	4%	6%
Physical Setting/Earth Science						
Number Tested	6	17	6	5	10	5
Number Scoring 55-100	3	10	3	3	6	2
Number Scoring 65-100	2	4	1	2	2	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	50%	59%	50%	60%	60%	40%
Percentage of Tested Scoring 65-100	33%	24%	17%	40%	20%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	419	467	447	11	19	21
Number Scoring 55-100	414	440	438	11	16	21
Number Scoring 65-100	375	420	405	9	13	14
Number Scoring 85-100	99	117	129	2	0	0
Percentage of Tested Scoring 55-100	99%	94%	98%	100%	84%	100%
Percentage of Tested Scoring 65-100	89%	90%	91%	82%	68%	67%
Percentage of Tested Scoring 85-100	24%	25%	29%	18%	0%	0%
Physical Setting/Physics						
Number Tested			272			1
Number Scoring 55-100			270			#
Number Scoring 65-100			261			#
Number Scoring 85-100			97			#
Percentage of Tested Scoring 55-100			99%			#
Percentage of Tested Scoring 65-100			96%			#
Percentage of Tested Scoring 85-100			36%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	97	74	104	0	1	2
Number Scoring 55-100	96	74	104	0	#	#
Number Scoring 65-100	94	74	100	0	#	#
Number Scoring 85-100	58	51	74	0	#	#
Percentage of Tested Scoring 55-100	99%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	97%	100%	96%	0%	#	#
Percentage of Tested Scoring 85-100	60%	69%	71%	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	25	18	43	2	1	1
Number Scoring 55-100	25	18	43	#	#	#
Number Scoring 65-100	24	18	40	#	#	#
Number Scoring 85-100	16	10	24	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	96%	100%	93%	#	#	#
Percentage of Tested Scoring 85-100	64%	56%	56%	#	#	#
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	348	392	367	13	27	18
Number Scoring 55-100	346	390	365	13	26	16
Number Scoring 65-100	342	385	358	12	25	14
Number Scoring 85-100	266	248	261	7	5	2
Percentage of Tested Scoring 55-100	99%	99%	99%	100%	96%	89%
Percentage of Tested Scoring 65-100	98%	98%	98%	92%	93%	78%
Percentage of Tested Scoring 85-100	76%	63%	71%	54%	19%	11%
Comprehensive Latin						
Number Tested	33	57	38	1	0	0
Number Scoring 55-100	33	57	38	#	0	0
Number Scoring 65-100	33	57	38	#	0	0
Number Scoring 85-100	21	45	32	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	64%	79%	84%	#	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	446	513	1	16	26	0
Number Scoring 55-100	409	463	#	13	18	0
Number Scoring 65-100	390	425	#	13	15	0
Number Scoring 85-100	188	206	#	3	4	0
Percentage of Tested Scoring 55-100	92%	90%	#	81%	69%	0%
Percentage of Tested Scoring 65-100	87%	83%	#	81%	58%	0%
Percentage of Tested Scoring 85-100	42%	40%	#	19%	15%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	27	96%	26	96%	20	100%
Students with Disabilities	10	100%	10	90%	7	86%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	504	504	504	65	65	65	569	569	569
Number Scoring 55–64	3	2	5	6	2	1	9	4	6
Number Scoring 65–84	245	142	180	37	30	34	282	172	214
Number Scoring 85–100	243	325	310	11	22	11	254	347	321
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			3			0
Proficient (37-39)			3			0
Reading and Writing (Grade 9-12)						
Number Tested			8			0
Beginning (0-14)			2			0
Intermediate (15-24)			1			0
Advanced (25-32)			3			0
Proficient (33-35)			2			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)