

# New York State School Report Card Comprehensive Information Report

BEDS Code: 49-15-01-04-0002  
 Name: Maple Hill High School  
 Principal: Robert Horan

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	104	112	98
Tenth	89	97	114
Eleventh	84	84	90
Twelfth	95	86	80
Ungraded Secondary	0	0	0
Total K-12 Enrollment	372	379	382

## 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	1.3%	4	1.1%	2	0.5%
Black (Not Hispanic)	5	1.3%	5	1.3%	4	1.0%
Hispanic	10	2.7%	6	1.6%	5	1.3%
White (Not Hispanic)	352	94.6%	364	96.0%	371	97.1%

## 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	17	21	23
Mathematics Grade 10	15	16	21
Science Grade 10	20	19	18
Social Studies Grade 10	19	22	26

(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
49	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 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.3%	1	0.3%	0	0.0%
Eligible for Free Lunch	32	8.6%	31	8.2%	25	6.5%

### 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		95.2%		95.4%		94.6%
Student Suspensions	24	6.6%	30	8.1%	38	10.0%

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

	2002-03	2003-04	2004-05
Reduced Lunch	2.7%	3.2%	3.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	94%	100%

### Staff Counts

Staff	2004-05
Total Teachers	29
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*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*	81	72	62
	Regents Diplomas	48	45	57
	% Regents Diplomas	59%	62%	92%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	8	8	14
	Regents Diplomas	1	0	9
	% Regents Diplomas	12%	0%	64%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	0	0
<b>All Students</b>	Total Graduates*	89	80	76
	Regents Diplomas	49	45	66
	% Regents Diplomas	55%	56%	87%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	0	0

\* 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>	27	28	2	2	2	0	0	1
	<b>Percent</b>	44%	45%	3%	3%	3%	0%	0%	2%
<b>Students with Disabilities</b>	<b>Number</b>	4	8	1	0	1	0	0	0
	<b>Percent</b>	29%	57%	7%	0%	7%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	31	36	3	2	3	0	0	1
	<b>Percent</b>	41%	47%	4%	3%	4%	0%	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	3		4	1.7%	4	1.3%
	Entered GED Program*	5		0	0.0%	4	1.3%
	Total Noncompleters	8		4	1.7%	8	2.6%
<b>Students with Disabilities</b>	Dropped Out	0		1	2.1%	4	5.7%
	Entered GED Program*	0		2	4.2%	0	0.0%
	Total Noncompleters	0		3	6.3%	4	5.7%
<b>All Students</b>	Dropped Out	3	0.8%	5	1.8%	8	2.1%
	Entered GED Program*	5	1.3%	2	0.7%	4	1.1%
	Total Noncompleters	8	2.2%	7	2.5%	12	3.2%

\*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
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	315	312	321
	Number of Students with Disabilities	57	67	58
	Number of All Students	372	379	379
	Percent of Enrollment	100%	100%	99%

(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	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	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	86%	3	#	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	2	#	1	#
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	14	100%	14	93%	1	#
Science	2	#	0	0%	0	0%
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	4	#	0	0%	1	#
U.S. Hist & Gov't	0	0%	2	#	1	#

(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	88	81	93	9	16	21
Number Scoring 55-100	87	76	91	9	16	19
Number Scoring 65-100	85	70	86	7	12	16
Number Scoring 85-100	36	37	44	0	3	4
Percentage of Tested Scoring 55-100	99%	94%	98%	100%	100%	90%
Percentage of Tested Scoring 65-100	97%	86%	92%	78%	75%	76%
Percentage of Tested Scoring 85-100	41%	46%	47%	0%	19%	19%
<b>Mathematics A</b>						
Number Tested	106	82	118	19	18	28
Number Scoring 55-100	88	81	111	7	18	22
Number Scoring 65-100	70	69	101	4	14	17
Number Scoring 85-100	9	10	31	0	1	2
Percentage of Tested Scoring 55-100	83%	99%	94%	37%	100%	79%
Percentage of Tested Scoring 65-100	66%	84%	86%	21%	78%	61%
Percentage of Tested Scoring 85-100	8%	12%	26%	0%	6%	7%
<b>Mathematics B</b>						
Number Tested	32	53	74	1	2	2
Number Scoring 55-100	29	39	61	#	#	#
Number Scoring 65-100	23	27	47	#	#	#
Number Scoring 85-100	4	3	9	#	#	#
Percentage of Tested Scoring 55-100	91%	74%	82%	#	#	#
Percentage of Tested Scoring 65-100	72%	51%	64%	#	#	#
Percentage of Tested Scoring 85-100	12%	6%	12%	#	#	#
<b>Global History and Geography</b>						
Number Tested	84	86	104	17	16	18
Number Scoring 55-100	80	83	103	15	15	17
Number Scoring 65-100	75	77	96	12	11	11
Number Scoring 85-100	33	29	57	2	5	2
Percentage of Tested Scoring 55-100	95%	97%	99%	88%	94%	94%
Percentage of Tested Scoring 65-100	89%	90%	92%	71%	69%	61%
Percentage of Tested Scoring 85-100	39%	34%	55%	12%	31%	11%
<b>U.S. History and Government</b>						
Number Tested	96	77	94	8	16	19
Number Scoring 55-100	93	75	86	7	16	16
Number Scoring 65-100	89	69	80	6	12	15
Number Scoring 85-100	51	45	52	1	4	7
Percentage of Tested Scoring 55-100	97%	97%	91%	88%	100%	84%
Percentage of Tested Scoring 65-100	93%	90%	85%	75%	75%	79%
Percentage of Tested Scoring 85-100	53%	58%	55%	12%	25%	37%

(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	83	80	105	17	13	19
Number Scoring 55-100	81	79	100	17	12	15
Number Scoring 65-100	73	77	96	13	11	14
Number Scoring 85-100	26	24	50	2	3	4
Percentage of Tested Scoring 55-100	98%	99%	95%	100%	92%	79%
Percentage of Tested Scoring 65-100	88%	96%	91%	76%	85%	74%
Percentage of Tested Scoring 85-100	31%	30%	48%	12%	23%	21%
<b>Physical Setting/Earth Science</b>						
Number Tested	90	10	96	17	2	13
Number Scoring 55-100	86	9	92	15	#	11
Number Scoring 65-100	79	7	90	13	#	10
Number Scoring 85-100	35	3	51	3	#	4
Percentage of Tested Scoring 55-100	96%	90%	96%	88%	#	85%
Percentage of Tested Scoring 65-100	88%	70%	94%	76%	#	77%
Percentage of Tested Scoring 85-100	39%	30%	53%	18%	#	31%
<b>Physical Setting/Chemistry</b>						
Number Tested	78	65	64	2	2	4
Number Scoring 55-100	66	57	54	#	#	#
Number Scoring 65-100	56	41	42	#	#	#
Number Scoring 85-100	14	6	7	#	#	#
Percentage of Tested Scoring 55-100	85%	88%	84%	#	#	#
Percentage of Tested Scoring 65-100	72%	63%	66%	#	#	#
Percentage of Tested Scoring 85-100	18%	9%	11%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		29	21		0	1
Number Scoring 55-100		29	20		0	#
Number Scoring 65-100		28	16		0	#
Number Scoring 85-100		12	7		0	#
Percentage of Tested Scoring 55-100		100%	95%		0%	#
Percentage of Tested Scoring 65-100		97%	76%		0%	#
Percentage of Tested Scoring 85-100		41%	33%		0%	#

\* 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	12	6	9	0	0	0
Number Scoring 55-100	12	6	9	0	0	0
Number Scoring 65-100	12	6	8	0	0	0
Number Scoring 85-100	4	3	3	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	50%	33%	0%	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	48	28	41	1	1	5
Number Scoring 55-100	48	28	41	#	#	5
Number Scoring 65-100	48	28	41	#	#	5
Number Scoring 85-100	30	22	29	#	#	3
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 85-100	62%	79%	71%	#	#	60%
<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	65	65	65	18	18	18	83	83	83
Number Scoring 55–64	1	3	3	3	4	3	4	7	6
Number Scoring 65–84	30	19	38	11	9	11	41	28	49
Number Scoring 85–100	32	41	24	2	4	3	34	45	27
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)