

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-07-03-02-0003
 Name: Cleveland Hill High School
 Principal: James Przepasniak

Grade Range : 9-12

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	106	122	140
Tenth	104	109	120
Eleventh	95	111	92
Twelfth	90	86	103
Ungraded Secondary	14	0	0
Total K-12 Enrollment	409	428	455

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	5	1.2%	7	1.6%	11	2.4%
Black (Not Hispanic)	53	13.0%	71	16.6%	85	18.7%
Hispanic	14	3.4%	15	3.5%	15	3.3%
White (Not Hispanic)	337	82.4%	335	78.3%	344	75.6%

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	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	18	22
Mathematics Grade 10	25	19	27
Science Grade 10	18	18	21
Social Studies Grade 10	19	19	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
51	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 higher 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	2	0.5%	3	0.7%	1	0.2%
Eligible for Free Lunch	49	12.0%	57	13.3%	75	16.5%

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		94.0%		94.4%		95.1%
Student Suspensions	20	4.8%	12	2.9%	29	6.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.7%	6.3%	5.9%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	99%	94%	99%

Staff Counts

Staff	2002–2003
Total Teachers	32
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	78	39	50%	71	43	61%	83	55	66%
Students with Disabilities	8	0	0%	7	0	0%	13	1	8%
All Students	86	39	45%	78	43	55%	96	56	58%

*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	47	35	2	2	7	3
Percent	49%	36%	2%	2%	7%	3%

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)
13	1	1	14

*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			8		6	
	Entered GED Program*			10		7	
	Total Noncompleters			18		13	
Students with Disabilities	Dropped Out			4		3	
	Entered GED Program*			3		5	
	Total Noncompleters			7		8	
All Students	Dropped Out	15	3.7%	12	2.8%	9	2.0%
	Entered GED Program*	4	1.0%	13	3.0%	12	2.6%
	Total Noncompleters	19	4.6%	25	5.8%	21	4.6%

*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	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	22	73%	26	65%	13	85%

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%	1	#

(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	3	#	3	#	1	#
Science	4	#	4	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	5	100%	0	0%
U.S. Hist & Gov't	5	80%	1	#	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	8	88%	2	#
Science	4	#	10	50%	2	#
Reading	4	#	12	100%	0	0%
Writing	4	#	12	100%	0	0%
Global Studies	7	43%	10	70%	11	36%
U.S. Hist & Gov't	3	#	7	57%	10	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	94	115	96	8	13	14
Number Scoring 55–100	91	105	84	7	9	11
Number Scoring 65–100	71	86	71	6	5	8
Number Scoring 85–100	13	25	20	0	0	0
Percentage of Tested Scoring 55–100	97%	91%	88%	88%	69%	79%
Percentage of Tested Scoring 65–100	76%	75%	74%	75%	38%	57%
Percentage of Tested Scoring 85–100	14%	22%	21%	0%	0%	0%
Mathematics A						
Number Tested	116	102	140	6	6	14
Number Scoring 55–100	109	84	110	4	6	9
Number Scoring 65–100	94	73	98	2	6	8
Number Scoring 85–100	25	18	15	0	1	1
Percentage of Tested Scoring 55–100	94%	82%	79%	67%	100%	64%
Percentage of Tested Scoring 65–100	81%	72%	70%	33%	100%	57%
Percentage of Tested Scoring 85–100	22%	18%	11%	0%	17%	7%
Mathematics B (first administered June 2001)						
Number Tested	0	63	64	0	2	2
Number Scoring 55–100	0	52	36	0	#	#
Number Scoring 65–100	0	45	26	0	#	#
Number Scoring 85–100	0	7	1	0	#	#
Percentage of Tested Scoring 55–100	0%	83%	56%	0%	#	#
Percentage of Tested Scoring 65–100	0%	71%	41%	0%	#	#
Percentage of Tested Scoring 85–100	0%	11%	2%	0%	#	#
Global History and Geography						
Number Tested	109	103	133	9	12	19
Number Scoring 55–100	108	95	119	8	9	9
Number Scoring 65–100	92	78	101	3	5	7
Number Scoring 85–100	19	15	40	0	1	3
Percentage of Tested Scoring 55–100	99%	92%	89%	89%	75%	47%
Percentage of Tested Scoring 65–100	84%	76%	76%	33%	42%	37%
Percentage of Tested Scoring 85–100	17%	15%	30%	0%	8%	16%
U.S. History and Government (first administered June 2001)						
Number Tested	86	107	107	12	12	19
Number Scoring 55–100	81	97	99	11	6	17
Number Scoring 65–100	67	85	82	5	4	9
Number Scoring 85–100	22	15	26	0	0	0
Percentage of Tested Scoring 55–100	94%	91%	93%	92%	50%	89%
Percentage of Tested Scoring 65–100	78%	79%	77%	42%	33%	47%
Percentage of Tested Scoring 85–100	26%	14%	24%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	97	119	87	11	13	9
Number Scoring 55–100	96	119	85	11	13	8
Number Scoring 65–100	85	116	77	5	12	6
Number Scoring 85–100	11	40	11	0	1	1
Percentage of Tested Scoring 55–100	99%	100%	98%	100%	100%	89%
Percentage of Tested Scoring 65–100	88%	97%	89%	45%	92%	67%
Percentage of Tested Scoring 85–100	11%	34%	13%	0%	8%	11%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	111	89	131	13	4	17
Number Scoring 55–100	88	78	117	4	#	15
Number Scoring 65–100	73	60	104	2	#	12
Number Scoring 85–100	28	12	18	0	#	3
Percentage of Tested Scoring 55–100	79%	88%	89%	31%	#	88%
Percentage of Tested Scoring 65–100	66%	67%	79%	15%	#	71%
Percentage of Tested Scoring 85–100	25%	13%	14%	0%	#	18%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		46	81		0	1
Number Scoring 55–100		41	75		0	#
Number Scoring 65–100		21	61		0	#
Number Scoring 85–100		0	6		0	#
Percentage of Tested Scoring 55–100		89%	93%		0%	#
Percentage of Tested Scoring 65–100		46%	75%		0%	#
Percentage of Tested Scoring 85–100		0%	7%		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	2	2	0	0	0
Number Scoring 55–100	0	#	#	0	0	0
Number Scoring 65–100	0	#	#	0	0	0
Number Scoring 85–100	0	#	#	0	0	0
Percentage of Tested Scoring 55–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	#	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	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	70	69	53	0	1	1
Number Scoring 55–100	70	69	52	0	#	#
Number Scoring 65–100	70	68	51	0	#	#
Number Scoring 85–100	37	36	30	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	#	#
Percentage of Tested Scoring 65–100	100%	99%	96%	0%	#	#
Percentage of Tested Scoring 85–100	53%	52%	57%	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	32	0	0	0	0	0
Number Scoring 55–100	21	0	0	0	0	0
Number Scoring 65–100	14	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	66%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	44%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	45	4	1	0	0	0
Number Scoring 55–100	40	#	#	0	0	0
Number Scoring 65–100	34	#	#	0	0	0
Number Scoring 85–100	11	#	#	0	0	0
Percentage of Tested Scoring 55–100	89%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	76%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	24%	#	#	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	47	98%	47	100%	54	96%
Students with Disabilities	8	75%	14	93%	15	73%

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	85	85	85	17	17	17	102	102	102
Number Scoring 55–64	1	6	8	4	1	4	5	7	12
Number Scoring 65–84	62	63	55	5	11	7	67	74	62
Number Scoring 85–100	16	14	19	1	0	0	17	14	19
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)