

# New York State School Report Card Comprehensive Information Report

BEDS Code: 51-04-01-04-0001  
 Name: Clifton-Fine Junior-Senior High School  
 Principal: Susan D. Shene

Grade Range : 7-12

## 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	29	30	25
Eighth	30	27	25
Ninth	39	41	27
Tenth	32	34	31
Eleventh	20	35	31
Twelfth	32	23	27
Ungraded Secondary	0	4	0
Total K-12 Enrollment	182	194	166

## 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	1	0.5%	1	0.5%	3	1.8%
Black (Not Hispanic)	1	0.5%	2	1.0%	2	1.2%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	180	98.9%	191	98.5%	161	97.0%

## 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	12	13	13
Science Grade 8	16	13	13
Social Studies Grade 8	16	13	13
English Grade 10	13	13	13
Mathematics Grade 10	8	13	11
Science Grade 10	17	14	9
Social Studies Grade 10	14	16	15

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
48	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	78	42.9%	78	40.2%	67	40.4%

### 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		94.5%		95.0%		88.0%
Student Suspensions	13	7.1%	19	10.4%	13	6.7%

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

	2002-03	2003-04	2004-05
Reduced Lunch	15.9%	12.9%	14.5%
Public Assistance	31-40%	51-60%	51-60%
Student Stability	100%	100%	107%

### Staff Counts

Staff	2004-05
Total Teachers	20
Total Other Professional Staff	0
Total Paraprofessionals	NA
Teaching Out of Certification*	6

\*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*	27	21	20
	Regents Diplomas	15	11	15
	% Regents Diplomas	56%	52%	75%
	Regents Diplomas with Advanced Designation**			6
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	0	0	2
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	2	3
<b>All Students</b>	Total Graduates*	27	21	22
	Regents Diplomas	15	11	15
	% Regents Diplomas	56%	52%	68%
	Regents Diplomas with Advanced Designation**			6
	% Regents Diplomas with Advanced Designation			27%
	IEP Diplomas or Local Certificates	2	2	3

\* 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>	6	9	0	2	3	0	0	0
	<b>Percent</b>	30%	45%	0%	10%	15%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	2	0	0	0	0	0	0
	<b>Percent</b>	0%	100%	0%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	6	11	0	2	3	0	0	0
	<b>Percent</b>	27%	50%	0%	9%	14%	0%	0%	0%

## 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	1		1	0.9%	3	2.9%
	Entered GED Program*	1		1	0.9%	0	0.0%
	Total Noncompleters	2		2	1.8%	3	2.9%
<b>Students with Disabilities</b>	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	1		1	5.0%	0	0.0%
	Total Noncompleters	1		1	5.0%	0	0.0%
<b>All Students</b>	Dropped Out	1	0.8%	1	0.8%	3	2.4%
	Entered GED Program*	2	1.6%	2	1.5%	0	0.0%
	Total Noncompleters	3	2.4%	3	2.3%	3	2.4%

\*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	45	47	44
	Number of Students with Disabilities	5	6	6
	Number of All Students	50	53	50
	Percent of Enrollment	85%	91%	100%
<b>9-12</b>	Number of General-Education Students	110	113	102
	Number of Students with Disabilities	10	10	22
	Number of All Students	120	123	124
	Percent of Enrollment	98%	91%	107%

(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	7	71%	9	56%	6	50%

## 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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	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	25	30	30	1	2	0
Number Scoring 55-100	22	29	29	#	#	0
Number Scoring 65-100	18	26	26	#	#	0
Number Scoring 85-100	4	7	4	#	#	0
Percentage of Tested Scoring 55-100	88%	97%	97%	#	#	0%
Percentage of Tested Scoring 65-100	72%	87%	87%	#	#	0%
Percentage of Tested Scoring 85-100	16%	23%	13%	#	#	0%
<b>Mathematics A</b>						
Number Tested	19	29	30	0	0	4
Number Scoring 55-100	18	29	30	0	0	#
Number Scoring 65-100	16	29	28	0	0	#
Number Scoring 85-100	2	16	15	0	0	#
Percentage of Tested Scoring 55-100	95%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	84%	100%	93%	0%	0%	#
Percentage of Tested Scoring 85-100	11%	55%	50%	0%	0%	#
<b>Mathematics B</b>						
Number Tested	0	4	7	0	0	0
Number Scoring 55-100	0	#	7	0	0	0
Number Scoring 65-100	0	#	6	0	0	0
Number Scoring 85-100	0	#	1	0	0	0
Percentage of Tested Scoring 55-100	0%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	86%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	14%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	30	39	31	2	1	2
Number Scoring 55-100	27	34	26	#	#	#
Number Scoring 65-100	20	28	16	#	#	#
Number Scoring 85-100	4	6	3	#	#	#
Percentage of Tested Scoring 55-100	90%	87%	84%	#	#	#
Percentage of Tested Scoring 65-100	67%	72%	52%	#	#	#
Percentage of Tested Scoring 85-100	13%	15%	10%	#	#	#
<b>U.S. History and Government</b>						
Number Tested	25	25	37	0	1	1
Number Scoring 55-100	24	24	31	0	#	#
Number Scoring 65-100	22	19	24	0	#	#
Number Scoring 85-100	6	4	6	0	#	#
Percentage of Tested Scoring 55-100	96%	96%	84%	0%	#	#
Percentage of Tested Scoring 65-100	88%	76%	65%	0%	#	#
Percentage of Tested Scoring 85-100	24%	16%	16%	0%	#	#

(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	32	39	27	3	6	1
Number Scoring 55-100	29	36	23	#	5	#
Number Scoring 65-100	25	26	19	#	2	#
Number Scoring 85-100	1	3	5	#	0	#
Percentage of Tested Scoring 55-100	91%	92%	85%	#	83%	#
Percentage of Tested Scoring 65-100	78%	67%	70%	#	33%	#
Percentage of Tested Scoring 85-100	3%	8%	19%	#	0%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	19	33	25	0	1	0
Number Scoring 55-100	18	31	23	0	#	0
Number Scoring 65-100	17	25	21	0	#	0
Number Scoring 85-100	5	1	10	0	#	0
Percentage of Tested Scoring 55-100	95%	94%	92%	0%	#	0%
Percentage of Tested Scoring 65-100	89%	76%	84%	0%	#	0%
Percentage of Tested Scoring 85-100	26%	3%	40%	0%	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	7	9	19	0	0	1
Number Scoring 55-100	7	9	15	0	0	#
Number Scoring 65-100	3	6	11	0	0	#
Number Scoring 85-100	1	1	0	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	79%	0%	0%	#
Percentage of Tested Scoring 65-100	43%	67%	58%	0%	0%	#
Percentage of Tested Scoring 85-100	14%	11%	0%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		4	3		0	0
Number Scoring 55-100		#	#		0	0
Number Scoring 65-100		#	#		0	0
Number Scoring 85-100		#	#		0	0
Percentage of Tested Scoring 55-100		#	#		0%	0%
Percentage of Tested Scoring 65-100		#	#		0%	0%
Percentage of Tested Scoring 85-100		#	#		0%	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	3	3	0	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%
<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	8	11	18	0	0	0
Number Scoring 55-100	7	9	14	0	0	0
Number Scoring 65-100	6	5	10	0	0	0
Number Scoring 85-100	1	2	3	0	0	0
Percentage of Tested Scoring 55-100	88%	82%	78%	0%	0%	0%
Percentage of Tested Scoring 65-100	75%	45%	56%	0%	0%	0%
Percentage of Tested Scoring 85-100	12%	18%	17%	0%	0%	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)



## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	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
<b>June 2005</b>	General-Education Students	22	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	23	0%	30%	61%	9%

(Form – I)

## 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	22	22	22	6	6	6	28	28	28
Number Scoring 55–64	3	2	2	1	1	0	4	3	2
Number Scoring 65–84	15	14	16	0	0	1	15	14	17
Number Scoring 85–100	4	4	4	0	0	0	4	4	4
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)