

New York State School Report Card Comprehensive Information Report

BEDS Code: 51-04-01-04-0001
 Name: Clifton-Fine Junior-Senior High School
 Principal: Lucille Martir

Grade Range : 7-12

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	34	29	29
Eighth	31	30	30
Ninth	35	40	39
Tenth	32	24	32
Eleventh	41	24	20
Twelfth	41	37	32
Ungraded Secondary	0	0	0
Total K-12 Enrollment	214	184	182

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	1	0.5%	1	0.5%	1	0.5%
Black (Not Hispanic)	0	0.0%	0	0.0%	1	0.5%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	213	99.5%	183	99.5%	180	98.9%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	14	0	0
Mathematics Grade 8	14	0	12
Science Grade 8	30	15	16
Social Studies Grade 8	15	15	16
English Grade 10	19	14	13
Mathematics Grade 10	11	14	8
Science Grade 10	21	13	17
Social Studies Grade 10	18	14	14

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	69	32.2%	65	35.3%	78	42.9%

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		93.6%		92.7%		94.5%
Student Suspensions	16	6.9%	11	5.1%	13	7.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	13.6%	22.8%	15.9%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	76%	86%	100%

Staff Counts

Staff	2002–2003
Total Teachers	21
Total Other Professional Staff	0
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	31	20	65%	36	17	47%	27	15	56%
Students with Disabilities	1	0	0%	1	0	0%	0	0	0%
All Students	32	20	62%	37	17	46%	27	15	56%

*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	6	18	0	0	3	0
Percent	22%	67%	0%	0%	11%	0%

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)
0	0	2	2

*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			1		1	
	Entered GED Program*			1		1	
	Total Noncompleters			2		2	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			1		1	
	Total Noncompleters			1		1	
All Students	Dropped Out	0	0.0%	1	0.8%	1	0.8%
	Entered GED Program*	5	3.4%	2	1.6%	2	1.6%
	Total Noncompleters	5	3.4%	3	2.4%	3	2.4%

*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		41	45
	Number of Students with Disabilities		18	5
	Number of All Students		59	50
	Percent of Enrollment		100%	85%
9-12	Number of General-Education Students		115	110
	Number of Students with Disabilities		10	10
	Number of All Students		125	120
	Percent of Enrollment		100%	98%

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%	8	50%	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%	17	35%	7	71%

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%	1	#	0	0%

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

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	2	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	41	24	25	3	0	1
Number Scoring 55–100	40	22	22	#	0	#
Number Scoring 65–100	36	19	18	#	0	#
Number Scoring 85–100	2	3	4	#	0	#
Percentage of Tested Scoring 55–100	98%	92%	88%	#	0%	#
Percentage of Tested Scoring 65–100	88%	79%	72%	#	0%	#
Percentage of Tested Scoring 85–100	5%	12%	16%	#	0%	#
Mathematics A						
Number Tested	22	16	19	0	0	0
Number Scoring 55–100	21	13	18	0	0	0
Number Scoring 65–100	21	11	16	0	0	0
Number Scoring 85–100	13	4	2	0	0	0
Percentage of Tested Scoring 55–100	95%	81%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	69%	84%	0%	0%	0%
Percentage of Tested Scoring 85–100	59%	25%	11%	0%	0%	0%
Mathematics B (first administered June 2001)						
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	43	23	30	0	2	2
Number Scoring 55–100	40	21	27	0	#	#
Number Scoring 65–100	30	18	20	0	#	#
Number Scoring 85–100	4	1	4	0	#	#
Percentage of Tested Scoring 55–100	93%	91%	90%	0%	#	#
Percentage of Tested Scoring 65–100	70%	78%	67%	0%	#	#
Percentage of Tested Scoring 85–100	9%	4%	13%	0%	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	39	29	25	2	0	0
Number Scoring 55–100	32	28	24	#	0	0
Number Scoring 65–100	29	25	22	#	0	0
Number Scoring 85–100	6	5	6	#	0	0
Percentage of Tested Scoring 55–100	82%	97%	96%	#	0%	0%
Percentage of Tested Scoring 65–100	74%	86%	88%	#	0%	0%
Percentage of Tested Scoring 85–100	15%	17%	24%	#	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	25	32	32	1	2	3
Number Scoring 55–100	25	31	29	#	#	#
Number Scoring 65–100	23	26	25	#	#	#
Number Scoring 85–100	5	4	1	#	#	#
Percentage of Tested Scoring 55–100	100%	97%	91%	#	#	#
Percentage of Tested Scoring 65–100	92%	81%	78%	#	#	#
Percentage of Tested Scoring 85–100	20%	12%	3%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	23	18	19	0	0	0
Number Scoring 55–100	23	18	18	0	0	0
Number Scoring 65–100	22	18	17	0	0	0
Number Scoring 85–100	9	5	5	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	39%	28%	26%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		7	7		0	0
Number Scoring 55–100		7	7		0	0
Number Scoring 65–100		4	3		0	0
Number Scoring 85–100		1	1		0	0
Percentage of Tested Scoring 55–100		100%	100%		0%	0%
Percentage of Tested Scoring 65–100		57%	43%		0%	0%
Percentage of Tested Scoring 85–100		14%	14%		0%	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	4	2	3	0	0	0
Number Scoring 55–100	#	#	#	0	0	0
Number Scoring 65–100	#	#	#	0	0	0
Number Scoring 85–100	#	#	#	0	0	0
Percentage of Tested Scoring 55–100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	#	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	20	17	8	0	0	0
Number Scoring 55–100	20	15	7	0	0	0
Number Scoring 65–100	16	13	6	0	0	0
Number Scoring 85–100	5	3	1	0	0	0
Percentage of Tested Scoring 55–100	100%	88%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	76%	75%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	18%	12%	0%	0%	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	28	7	0	1	0	0
Number Scoring 55–100	19	6	0	#	0	0
Number Scoring 65–100	12	5	0	#	0	0
Number Scoring 85–100	2	0	0	#	0	0
Percentage of Tested Scoring 55–100	68%	86%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	43%	71%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	7%	0%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	20	23	7	0	0	0
Number Scoring 55–100	20	23	7	0	0	0
Number Scoring 65–100	19	20	7	0	0	0
Number Scoring 85–100	9	12	4	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	87%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	45%	52%	57%	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	5	100%	12	100%	7	100%
Students with Disabilities	2	#	0	0%	0	0%

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	25	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	27	7%	7%	74%	11%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	25	0%	48%	52%	0%
	Students with Disabilities	7	14%	57%	29%	0%
	All Students	32	3%	50%	47%	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	27	27	27	1	1	1	28	28	28
Number Scoring 55–64	#	#	#	#	#	#	6	4	2
Number Scoring 65–84	#	#	#	#	#	#	17	16	19
Number Scoring 85–100	#	#	#	#	#	#	4	4	6
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)