

# New York State School Report Card Comprehensive Information Report

BEDS Code: 49-15-01-04-0002  
 Name: Maple Hill High School  
 Principal: Ralph Dimarino

Grade Range : 9-12

## 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	103	104	112
Tenth	89	89	97
Eleventh	90	84	84
Twelfth	81	95	86
Ungraded Secondary	0	0	0
Total K-12 Enrollment	363	372	379

## 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	3	0.8%	5	1.3%	4	1.1%
Black (Not Hispanic)	1	0.3%	5	1.3%	5	1.3%
Hispanic	6	1.7%	10	2.7%	6	1.6%
White (Not Hispanic)	353	97.2%	352	94.6%	364	96.0%

## 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	23	17	21
Mathematics Grade 10	17	15	16
Science Grade 10	18	20	19
Social Studies Grade 10	30	19	22

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
50	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 middle 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	1	0.3%	1	0.3%
<b>Eligible for Free Lunch</b>	21	5.8%	32	8.6%	31	8.2%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.0%		95.2%		95.4%
<b>Student Suspensions</b>	20	5.2%	24	6.6%	30	8.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.4%	2.7%	3.2%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	99%	97%	94%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	30
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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	69	45	65%	81	48	59%	72	45	62%
Students with Disabilities	6	0	0%	8	1	12%	8	0	0%
All Students	75	45	60%	89	49	55%	80	45	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 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	25	42	2	6	0	5
Percent	31%	53%	3%	7%	0%	6%

## 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)
8	0	0	8

\*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	0		3		4	1.7%
	Entered GED Program*	0		5		0	0.0%
	Total Noncompleters	0		8		4	1.7%
Students with Disabilities	Dropped Out	0		0		1	2.1%
	Entered GED Program*	0		0		2	4.2%
	Total Noncompleters	0		0		3	6.3%
All Students	Dropped Out	0	0.0%	3	0.8%	5	1.8%
	Entered GED Program*	0	0.0%	5	1.3%	2	0.7%
	Total Noncompleters	0	0.0%	8	2.2%	7	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	320	315	312
	Number of Students with Disabilities	43	57	67
	Number of All Students	363	372	379
	Percent of Enrollment	100%	100%	100%

## 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; completion 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	0	0%	7	86%	3	#
Science	1	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	1	#	2	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	14	100%	14	93%
Science	9	78%	2	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	3	#	4	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	87	88	81	2	9	16
Number Scoring 55-100	84	87	76	#	9	16
Number Scoring 65-100	81	85	70	#	7	12
Number Scoring 85-100	59	36	37	#	0	3
Percentage of Tested Scoring 55-100	97%	99%	94%	#	100%	100%
Percentage of Tested Scoring 65-100	93%	97%	86%	#	78%	75%
Percentage of Tested Scoring 85-100	68%	41%	46%	#	0%	19%
<b>Mathematics A</b>						
Number Tested	85	106	82	11	19	18
Number Scoring 55-100	67	88	81	6	7	18
Number Scoring 65-100	52	70	69	4	4	14
Number Scoring 85-100	20	9	10	1	0	1
Percentage of Tested Scoring 55-100	79%	83%	99%	55%	37%	100%
Percentage of Tested Scoring 65-100	61%	66%	84%	36%	21%	78%
Percentage of Tested Scoring 85-100	24%	8%	12%	9%	0%	6%
<b>Mathematics B</b>						
Number Tested	0	32	53	0	1	2
Number Scoring 55-100	0	29	39	0	#	#
Number Scoring 65-100	0	23	27	0	#	#
Number Scoring 85-100	0	4	3	0	#	#
Percentage of Tested Scoring 55-100	0%	91%	74%	0%	#	#
Percentage of Tested Scoring 65-100	0%	72%	51%	0%	#	#
Percentage of Tested Scoring 85-100	0%	12%	6%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	98	84	86	9	17	16
Number Scoring 55-100	91	80	83	7	15	15
Number Scoring 65-100	90	75	77	7	12	11
Number Scoring 85-100	24	33	29	0	2	5
Percentage of Tested Scoring 55-100	93%	95%	97%	78%	88%	94%
Percentage of Tested Scoring 65-100	92%	89%	90%	78%	71%	69%
Percentage of Tested Scoring 85-100	24%	39%	34%	0%	12%	31%
<b>U.S. History and Government</b>						
Number Tested	84	96	77	1	8	16
Number Scoring 55-100	81	93	75	#	7	16
Number Scoring 65-100	75	89	69	#	6	12
Number Scoring 85-100	29	51	45	#	1	4
Percentage of Tested Scoring 55-100	96%	97%	97%	#	88%	100%
Percentage of Tested Scoring 65-100	89%	93%	90%	#	75%	75%
Percentage of Tested Scoring 85-100	35%	53%	58%	#	12%	25%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	83	83	80	7	17	13
Number Scoring 55-100	83	81	79	7	17	12
Number Scoring 65-100	80	73	77	5	13	11
Number Scoring 85-100	42	26	24	0	2	3
Percentage of Tested Scoring 55-100	100%	98%	99%	100%	100%	92%
Percentage of Tested Scoring 65-100	96%	88%	96%	71%	76%	85%
Percentage of Tested Scoring 85-100	51%	31%	30%	0%	12%	23%
<b>Physical Setting/Earth Science</b>						
Number Tested	84	90	10	1	17	2
Number Scoring 55-100	83	86	9	#	15	#
Number Scoring 65-100	82	79	7	#	13	#
Number Scoring 85-100	32	35	3	#	3	#
Percentage of Tested Scoring 55-100	99%	96%	90%	#	88%	#
Percentage of Tested Scoring 65-100	98%	88%	70%	#	76%	#
Percentage of Tested Scoring 85-100	38%	39%	30%	#	18%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	84	78	65	4	2	2
Number Scoring 55-100	71	66	57	#	#	#
Number Scoring 65-100	46	56	41	#	#	#
Number Scoring 85-100	6	14	6	#	#	#
Percentage of Tested Scoring 55-100	85%	85%	88%	#	#	#
Percentage of Tested Scoring 65-100	55%	72%	63%	#	#	#
Percentage of Tested Scoring 85-100	7%	18%	9%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			29			0
Number Scoring 55-100			29			0
Number Scoring 65-100			28			0
Number Scoring 85-100			12			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			97%			0%
Percentage of Tested Scoring 85-100			41%			0%

\* 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
<b>Comprehensive French</b>						
Number Tested	12	12	6	0	0	0
Number Scoring 55-100	12	12	6	0	0	0
Number Scoring 65-100	12	12	6	0	0	0
Number Scoring 85-100	0	4	3	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	33%	50%	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	46	48	28	0	1	1
Number Scoring 55-100	46	48	28	0	#	#
Number Scoring 65-100	46	48	28	0	#	#
Number Scoring 85-100	30	30	22	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	65%	62%	79%	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)



# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	23	3	0	0	0	0
Number Scoring 55-100	23	#	0	0	0	0
Number Scoring 65-100	23	#	0	0	0	0
Number Scoring 85-100	14	#	0	0	0	0
Percentage of Tested Scoring 55-100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	61%	#	0%	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	63	94%	82	91%	6	83%
Students with Disabilities	17	100%	20	90%	0	0%

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
<b>Nov 2003</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 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%

(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
<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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	76	76	76	7	7	7	83	83	83
Number Scoring 55–64	1	1	1	0	1	2	1	2	3
Number Scoring 65–84	50	24	29	5	5	5	55	29	34
Number Scoring 85–100	24	49	46	0	0	0	24	49	46
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)