

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-07-03-02-0003
 Name: Cleveland Hill High School
 Principal: Jill Sherman

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	140	116	131
Tenth	120	132	121
Eleventh	92	123	136
Twelfth	103	93	117
Ungraded Secondary	0	0	0
Total K-12 Enrollment	455	464	505

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	11	2.4%	13	2.8%	18	3.6%
Black (Not Hispanic)	85	18.7%	91	19.6%	116	23.0%
Hispanic	15	3.3%	17	3.7%	8	1.6%
White (Not Hispanic)	344	75.6%	343	73.9%	363	71.9%

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	28	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	20	18
Mathematics Grade 10	27	24	26
Science Grade 10	21	25	22
Social Studies Grade 10	21	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.2%	1	0.2%	3	0.6%
Eligible for Free Lunch	75	16.5%	72	15.5%	82	16.2%

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		95.1%		95.1%		95.3%
Student Suspensions	29	6.8%	16	3.5%	21	4.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	5.9%	6.3%	12.1%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	99%	95%	100%

Staff Counts

Staff	2004-05
Total Teachers	30
Total Other Professional Staff	2
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	83	77	104
	Regents Diplomas	55	51	100
	% Regents Diplomas	66%	66%	96%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			25%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	13	13	14
	Regents Diplomas	1	3	7
	% Regents Diplomas	8%	23%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	2	2
All Students	Total Graduates*	96	90	118
	Regents Diplomas	56	54	107
	% Regents Diplomas	58%	60%	91%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			22%
	IEP Diplomas or Local Certificates	1	2	2

* 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
General-Education Students	Number	62	34	0	4	0	0	0	4
	Percent	60%	33%	0%	4%	0%	0%	0%	4%
Students with Disabilities	Number	5	5	0	0	0	0	0	4
	Percent	36%	36%	0%	0%	0%	0%	0%	29%
All Students	Number	67	39	0	4	0	0	0	8
	Percent	57%	33%	0%	3%	0%	0%	0%	7%

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.
General-Education Students	Dropped Out	6		8	2.0%	6	1.4%
	Entered GED Program*	7		3	0.8%	6	1.4%
	Total Noncompleters	13		11	2.8%	12	2.7%
Students with Disabilities	Dropped Out	3		7	6.4%	1	0.9%
	Entered GED Program*	5		2	1.8%	6	5.6%
	Total Noncompleters	8		9	8.3%	7	6.5%
All Students	Dropped Out	9	2.0%	15	3.0%	7	1.3%
	Entered GED Program*	12	2.6%	5	1.0%	12	2.2%
	Total Noncompleters	21	4.6%	20	4.0%	19	3.5%

*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)

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	13	85%	18	78%	24	67%

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	1	#	4	#	2	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	1	#
Science	0	0%	0	0%	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	3	#	2	#
U.S. Hist & Gov't	3	#	7	71%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	4	#	4	#
Science	2	#	3	#	7	57%
Reading	0	0%	5	80%	6	100%
Writing	0	0%	5	100%	6	100%
Global Studies	11	36%	13	54%	9	11%
U.S. Hist & Gov't	10	50%	9	33%	15	73%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	96	129	140	14	15	26
Number Scoring 55-100	84	123	129	11	12	18
Number Scoring 65-100	71	108	103	8	7	8
Number Scoring 85-100	20	41	23	0	2	0
Percentage of Tested Scoring 55-100	88%	95%	92%	79%	80%	69%
Percentage of Tested Scoring 65-100	74%	84%	74%	57%	47%	31%
Percentage of Tested Scoring 85-100	21%	32%	16%	0%	13%	0%
Mathematics A						
Number Tested	140	144	143	14	18	18
Number Scoring 55-100	110	138	137	9	12	13
Number Scoring 65-100	98	131	128	8	11	9
Number Scoring 85-100	15	28	41	1	2	0
Percentage of Tested Scoring 55-100	79%	96%	96%	64%	67%	72%
Percentage of Tested Scoring 65-100	70%	91%	90%	57%	61%	50%
Percentage of Tested Scoring 85-100	11%	19%	29%	7%	11%	0%
Mathematics B						
Number Tested	64	76	111	2	3	3
Number Scoring 55-100	36	54	56	#	#	#
Number Scoring 65-100	26	40	42	#	#	#
Number Scoring 85-100	1	4	4	#	#	#
Percentage of Tested Scoring 55-100	56%	71%	50%	#	#	#
Percentage of Tested Scoring 65-100	41%	53%	38%	#	#	#
Percentage of Tested Scoring 85-100	2%	5%	4%	#	#	#
Global History and Geography						
Number Tested	133	159	139	19	31	22
Number Scoring 55-100	119	147	132	9	24	19
Number Scoring 65-100	101	131	120	7	19	12
Number Scoring 85-100	40	38	52	3	4	5
Percentage of Tested Scoring 55-100	89%	92%	95%	47%	77%	86%
Percentage of Tested Scoring 65-100	76%	82%	86%	37%	61%	55%
Percentage of Tested Scoring 85-100	30%	24%	37%	16%	13%	23%
U.S. History and Government						
Number Tested	107	128	136	19	16	24
Number Scoring 55-100	99	120	129	17	13	21
Number Scoring 65-100	82	103	115	9	8	13
Number Scoring 85-100	26	49	56	0	4	4
Percentage of Tested Scoring 55-100	93%	94%	95%	89%	81%	88%
Percentage of Tested Scoring 65-100	77%	80%	85%	47%	50%	54%
Percentage of Tested Scoring 85-100	24%	38%	41%	0%	25%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	87	137	127	9	23	14
Number Scoring 55-100	85	131	118	8	18	14
Number Scoring 65-100	77	119	109	6	14	12
Number Scoring 85-100	11	15	19	1	2	1
Percentage of Tested Scoring 55-100	98%	96%	93%	89%	78%	100%
Percentage of Tested Scoring 65-100	89%	87%	86%	67%	61%	86%
Percentage of Tested Scoring 85-100	13%	11%	15%	11%	9%	7%
Physical Setting/Earth Science						
Number Tested	131	92	127	17	14	22
Number Scoring 55-100	117	81	108	15	10	12
Number Scoring 65-100	104	63	85	12	6	9
Number Scoring 85-100	18	15	23	3	1	1
Percentage of Tested Scoring 55-100	89%	88%	85%	88%	71%	55%
Percentage of Tested Scoring 65-100	79%	68%	67%	71%	43%	41%
Percentage of Tested Scoring 85-100	14%	16%	18%	18%	7%	5%
Physical Setting/Chemistry						
Number Tested	81	56	85	1	3	2
Number Scoring 55-100	75	52	78	#	#	#
Number Scoring 65-100	61	33	46	#	#	#
Number Scoring 85-100	6	5	1	#	#	#
Percentage of Tested Scoring 55-100	93%	93%	92%	#	#	#
Percentage of Tested Scoring 65-100	75%	59%	54%	#	#	#
Percentage of Tested Scoring 85-100	7%	9%	1%	#	#	#
Physical Setting/Physics						
Number Tested		23	18		0	3
Number Scoring 55-100		23	14		0	#
Number Scoring 65-100		18	12		0	#
Number Scoring 85-100		5	3		0	#
Percentage of Tested Scoring 55-100		100%	78%		0%	#
Percentage of Tested Scoring 65-100		78%	67%		0%	#
Percentage of Tested Scoring 85-100		22%	17%		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
Comprehensive French						
Number Tested	2	0	1	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	53	62	61	1	3	0
Number Scoring 55-100	52	60	58	#	#	0
Number Scoring 65-100	51	60	51	#	#	0
Number Scoring 85-100	30	17	28	#	#	0
Percentage of Tested Scoring 55-100	98%	97%	95%	#	#	0%
Percentage of Tested Scoring 65-100	96%	97%	84%	#	#	0%
Percentage of Tested Scoring 85-100	57%	27%	46%	#	#	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)

New York State Alternate Assessments (NYSAA) 2004–05

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	1	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	97	97	97	18	18	18	115	115	115
Number Scoring 55–64	0	2	2	2	5	3	2	7	5
Number Scoring 65–84	61	49	69	6	4	7	67	53	76
Number Scoring 85–100	35	44	24	4	4	3	39	48	27
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		0	3		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		0	3		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)