

# New York State District Report Card Comprehensive Information Report

BEDS Code: 14-07-03-02-0000

Name: Cleveland Hill Union Free School District

Superintendent: Bruce Inglis

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	117	113	133
First	114	129	112
Second	160	113	130
Third	113	156	114
Fourth	109	120	137
Fifth	141	110	113
Sixth	119	141	105
Ungraded Elementary	24	22	23
Seventh	146	123	138
Eighth	114	130	129
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	1566	1585	1589

## 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	58	3.7%	62	3.9%	74	4.7%
Black (Not Hispanic)	239	15.3%	273	17.2%	317	19.9%
Hispanic	45	2.9%	53	3.3%	58	3.7%
White (Not Hispanic)	1224	78.2%	1197	75.5%	1140	71.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	19	19
Common Branch	21	20	20
English Grade 8	20	19	18
Mathematics Grade 8	20	16	17
Science Grade 8	22	19	19
Social Studies Grade 8	23	22	20
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
NA	NA

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	16	1.0%	11	0.7%	12	0.8%
Eligible for Free Lunch	300	19.2%	293	18.5%	343	21.6%

### 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		94.3%		94.3%		94.3%
Student Suspensions	64	4.1%	66	4.2%	105	6.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.0%	10.3%	9.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	126
Total Other Professional Staff	18
Total Paraprofessionals	22
Teaching Out of Certification*	7
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		4	
	Entered GED Program*			3		5	
	Total Noncompleters			7		9	
All Students	Dropped Out	15	3.7%	12	2.8%	10	2.2%
	Entered GED Program*	4	1.0%	13	3.0%	12	2.6%
	Total Noncompleters	19	4.6%	25	5.8%	22	4.8%

\*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	115	83%	131	82%	111	96%

### 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	3	#	9	67%	8	88%

(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
<b>Comprehensive English</b>						
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%
<b>Mathematics A</b>						
Number Tested	117	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	93%	82%	79%	67%	100%	64%
Percentage of Tested Scoring 65–100	80%	72%	70%	33%	100%	57%
Percentage of Tested Scoring 85–100	21%	18%	11%	0%	17%	7%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	1	63	64	0	2	2
Number Scoring 55–100	#	52	36	0	#	#
Number Scoring 65–100	#	45	26	0	#	#
Number Scoring 85–100	#	7	1	0	#	#
Percentage of Tested Scoring 55–100	#	83%	56%	0%	#	#
Percentage of Tested Scoring 65–100	#	71%	41%	0%	#	#
Percentage of Tested Scoring 85–100	#	11%	2%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	111	103	133	9	12	19
Number Scoring 55–100	110	95	119	8	9	9
Number Scoring 65–100	94	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	85%	76%	76%	33%	42%	37%
Percentage of Tested Scoring 85–100	17%	15%	30%	0%	8%	16%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	87	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	93%	91%	93%	92%	50%	89%
Percentage of Tested Scoring 65–100	77%	79%	77%	42%	33%	47%
Percentage of Tested Scoring 85–100	25%	14%	24%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
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%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	137	106	151	13	5	17
Number Scoring 55–100	114	95	137	4	3	15
Number Scoring 65–100	98	77	124	2	3	12
Number Scoring 85–100	39	21	30	0	2	3
Percentage of Tested Scoring 55–100	83%	90%	91%	31%	60%	88%
Percentage of Tested Scoring 65–100	72%	73%	82%	15%	60%	71%
Percentage of Tested Scoring 85–100	28%	20%	20%	0%	40%	18%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
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%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
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%
<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	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%	#	#
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	33	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	64%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	42%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	46	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	87%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	74%	#	#	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
<b>Nov 2002</b>	General-Education Students	105	4%	8%	74%	14%
	Students with Disabilities	12	25%	17%	42%	17%
	All Students	117	6%	9%	71%	15%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	101	0%	27%	61%	12%
	Students with Disabilities	20	0%	60%	40%	0%
	All Students	121	0%	32%	58%	10%

(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
<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

## 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)