

# 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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	113	133	122
First	129	112	132
Second	113	130	106
Third	156	114	121
Fourth	120	137	115
Fifth	110	113	143
Sixth	141	105	107
Ungraded Elementary	22	23	37
Seventh	123	138	104
Eighth	130	129	136
Ninth	122	140	116
Tenth	109	120	132
Eleventh	111	92	123
Twelfth	86	103	93
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1585	1589	1587

## 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	62	3.9%	74	4.7%	73	4.6%
Black (Not Hispanic)	273	17.2%	317	19.9%	348	21.9%
Hispanic	53	3.3%	58	3.7%	57	3.6%
White (Not Hispanic)	1197	75.5%	1140	71.7%	1109	69.9%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	19	17
Common Branch	20	20	20
English Grade 8	19	18	21
Mathematics Grade 8	16	17	22
Science Grade 8	19	19	23
Social Studies Grade 8	22	20	23
English Grade 10	18	22	20
Mathematics Grade 10	19	27	24
Science Grade 10	18	21	25
Social Studies Grade 10	19	21	19

(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>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	11	0.7%	12	0.8%	13	0.8%
<b>Eligible for Free Lunch</b>	293	18.5%	343	21.6%	282	17.8%

**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>		94.3%		94.3%		94.3%
<b>Student Suspensions</b>	66	4.2%	105	6.6%	43	2.7%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	10.3%	9.9%	9.2%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	126
Total Other Professional Staff	18
Total Paraprofessionals	24
Teaching Out of Certification*	1

\*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	71	43	61%	83	55	66%	77	51	66%
Students with Disabilities	7	0	0%	13	1	8%	13	3	23%
All Students	78	43	55%	96	56	58%	90	54	60%

\*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	39	37	1	1	11	1
Percent	43%	41%	1%	1%	12%	1%

## 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)
13	3	2	15

\*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	8		6		24	6.0%
	Entered GED Program*	10		7		3	0.8%
	Total Noncompleters	18		13		27	6.8%
Students with Disabilities	Dropped Out	4		4		10	9.2%
	Entered GED Program*	3		5		2	1.8%
	Total Noncompleters	7		9		12	11.0%
All Students	Dropped Out	12	2.8%	10	2.2%	34	6.7%
	Entered GED Program*	13	3.0%	12	2.6%	5	1.0%
	Total Noncompleters	25	5.8%	22	4.8%	39	7.7%

\*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	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	131	82%	111	96%	130	85%

## 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	9	67%	8	88%	8	75%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	1	#	0	0%
Science	4	#	0	0%	0	0%
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	5	100%	0	0%	3	#
U.S. Hist & Gov't	1	#	3	#	7	71%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	2	#	4	#
Science	10	50%	2	#	3	#
Reading	12	100%	0	0%	5	80%
Writing	12	100%	0	0%	5	100%
Global Studies	10	70%	11	36%	13	54%
U.S. Hist & Gov't	7	57%	10	50%	9	33%

(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	115	96	130	13	14	15
Number Scoring 55-100	105	84	124	9	11	12
Number Scoring 65-100	86	71	109	5	8	7
Number Scoring 85-100	25	20	41	0	0	2
Percentage of Tested Scoring 55-100	91%	88%	95%	69%	79%	80%
Percentage of Tested Scoring 65-100	75%	74%	84%	38%	57%	47%
Percentage of Tested Scoring 85-100	22%	21%	32%	0%	0%	13%
<b>Mathematics A</b>						
Number Tested	102	140	145	6	14	18
Number Scoring 55-100	84	110	139	6	9	12
Number Scoring 65-100	73	98	132	6	8	11
Number Scoring 85-100	18	15	28	1	1	2
Percentage of Tested Scoring 55-100	82%	79%	96%	100%	64%	67%
Percentage of Tested Scoring 65-100	72%	70%	91%	100%	57%	61%
Percentage of Tested Scoring 85-100	18%	11%	19%	17%	7%	11%
<b>Mathematics B</b>						
Number Tested	63	64	76	2	2	3
Number Scoring 55-100	52	36	54	#	#	#
Number Scoring 65-100	45	26	40	#	#	#
Number Scoring 85-100	7	1	4	#	#	#
Percentage of Tested Scoring 55-100	83%	56%	71%	#	#	#
Percentage of Tested Scoring 65-100	71%	41%	53%	#	#	#
Percentage of Tested Scoring 85-100	11%	2%	5%	#	#	#
<b>Global History and Geography</b>						
Number Tested	103	133	159	12	19	31
Number Scoring 55-100	95	119	147	9	9	24
Number Scoring 65-100	78	101	131	5	7	19
Number Scoring 85-100	15	40	38	1	3	4
Percentage of Tested Scoring 55-100	92%	89%	92%	75%	47%	77%
Percentage of Tested Scoring 65-100	76%	76%	82%	42%	37%	61%
Percentage of Tested Scoring 85-100	15%	30%	24%	8%	16%	13%
<b>U.S. History and Government</b>						
Number Tested	107	107	129	12	19	16
Number Scoring 55-100	97	99	121	6	17	13
Number Scoring 65-100	85	82	104	4	9	8
Number Scoring 85-100	15	26	49	0	0	4
Percentage of Tested Scoring 55-100	91%	93%	94%	50%	89%	81%
Percentage of Tested Scoring 65-100	79%	77%	81%	33%	47%	50%
Percentage of Tested Scoring 85-100	14%	24%	38%	0%	0%	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	119	87	138	13	9	23
Number Scoring 55-100	119	85	132	13	8	18
Number Scoring 65-100	116	77	120	12	6	14
Number Scoring 85-100	40	11	15	1	1	2
Percentage of Tested Scoring 55-100	100%	98%	96%	100%	89%	78%
Percentage of Tested Scoring 65-100	97%	89%	87%	92%	67%	61%
Percentage of Tested Scoring 85-100	34%	13%	11%	8%	11%	9%
<b>Physical Setting/Earth Science</b>						
Number Tested	106	151	118	5	17	14
Number Scoring 55-100	95	137	107	3	15	10
Number Scoring 65-100	77	124	89	3	12	6
Number Scoring 85-100	21	30	29	2	3	1
Percentage of Tested Scoring 55-100	90%	91%	91%	60%	88%	71%
Percentage of Tested Scoring 65-100	73%	82%	75%	60%	71%	43%
Percentage of Tested Scoring 85-100	20%	20%	25%	40%	18%	7%
<b>Physical Setting/Chemistry</b>						
Number Tested	46	81	56	0	1	3
Number Scoring 55-100	41	75	52	0	#	#
Number Scoring 65-100	21	61	33	0	#	#
Number Scoring 85-100	0	6	5	0	#	#
Percentage of Tested Scoring 55-100	89%	93%	93%	0%	#	#
Percentage of Tested Scoring 65-100	46%	75%	59%	0%	#	#
Percentage of Tested Scoring 85-100	0%	7%	9%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			23			0
Number Scoring 55-100			23			0
Number Scoring 65-100			18			0
Number Scoring 85-100			5			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			78%			0%
Percentage of Tested Scoring 85-100			22%			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	2	2	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	69	53	62	1	1	3
Number Scoring 55-100	69	52	60	#	#	#
Number Scoring 65-100	68	51	60	#	#	#
Number Scoring 85-100	36	30	17	#	#	#
Percentage of Tested Scoring 55-100	100%	98%	97%	#	#	#
Percentage of Tested Scoring 65-100	99%	96%	97%	#	#	#
Percentage of Tested Scoring 85-100	52%	57%	27%	#	#	#
<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	4	1	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%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	47	100%	54	96%	53	85%
Students with Disabilities	14	93%	15	73%	24	79%

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	129	4%	12%	49%	36%
	Students with Disabilities	23	13%	0%	70%	17%
	All Students	152	5%	10%	52%	33%

## 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	118	1%	35%	50%	14%
	Students with Disabilities	20	20%	70%	10%	0%
	All Students	138	4%	40%	44%	12%

(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	2	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

## 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	72	72	72	17	17	17	89	89	89
Number Scoring 55–64	3	5	0	1	4	1	4	9	1
Number Scoring 65–84	50	41	41	6	6	7	56	47	48
Number Scoring 85–100	12	21	28	0	0	1	12	21	29
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 - K)