

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-15-00-01-0003
 Name: Uriah Hill School- Ecc
 Principal: Staci Degrace

Grade Range : PK

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	78	89	106
Kindergarten	215	234	211
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	0	0	0
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	0	0	0
Total K-12 Enrollment	215	234	211

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	5	2.3%	5	2.1%	1	0.5%
Black (Not Hispanic)	92	42.8%	98	41.9%	93	44.1%
Hispanic	81	37.7%	97	41.5%	83	39.3%
White (Not Hispanic)	37	17.2%	34	14.5%	34	16.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	16	17
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	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
8	All schools in this group are elementary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for elementary 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	71	24.2%	58	18.0%	62	19.6%
Eligible for Free Lunch	137	63.7%	107	45.7%	103	48.8%

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		90.0%		95.0%		92.9%
Student Suspensions	0	0.0%	0	0.0%	0	0.0%

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

	2002-03	2003-04	2004-05
Reduced Lunch	18.1%	15.8%	16.1%
Public Assistance	61-70%	41-50%	51-60%
Student Stability	89%	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	30
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

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 K-1)						
Number Tested		60	54		9	5
Beginning		6	1		2	0
Intermediate		9	9		2	2
Advanced		37	29		5	3
Proficient		8	15		0	0
Reading and Writing (Grade K-1)						
Number Tested		60	53		9	4
Beginning		28	24		7	#
Intermediate		24	26		1	#
Advanced		8	3		1	#
Proficient		0	0		0	#
Listening and Speaking (Grade 2-4)						
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 2-4)						
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 5-6)						
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 5-6)						
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

*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)