

# New York State School Report Card Comprehensive Information Report

BEDS Code : 44-16-00-01-0020  
 Name : Temple Hill School  
 Principal: Edward Mucci

Grade Range : K-6

## Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	164	149	163
First	163	171	167
Second	163	162	163
Third	183	154	151
Fourth	148	185	168
Fifth	155	145	173
Sixth	115	143	146
Ungraded Elementary	30	26	33
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	1121	1135	1164

## Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	12	1.1%	13	1.1%	24	2.1%
Black (Not Hispanic)	261	23.3%	240	21.1%	242	20.8%
Hispanic	417	37.2%	474	41.8%	508	43.6%
White (Not Hispanic)	431	38.4%	408	35.9%	390	33.5%

## Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
259	23.1%	318	28.0%	337	29.0%

## Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	23	21	23
Common Branch	22	21	22
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
9	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 higher 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).

### Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.3%		93.9%		93.0%
Student Suspensions	25	2.2%	62	5.5%	88	7.7%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	55.4%	57.3%	57.7%
Reduced Lunch	6.6%	10.3%	8.8%
Public Assistance	61-70%	21-30%	21-30%
Student Stability	94%	96%	91%

### Staff Counts

Staff	2001–2002
Total Teachers	80
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching out of Certification*	5
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)

# Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2001</b>	General-Education Students	156	5%	9%	63%	23%
	Students with Disabilities	22	41%	27%	32%	0%
	All Students	178	10%	11%	59%	20%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2002</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 – N)