

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-04-05-06-0000

Name: Half Hollow Hills Central School District

Superintendent: Sheldon Karnilow

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	701	648	765
First	677	711	702
Second	670	668	742
Third	660	677	689
Fourth	630	680	696
Fifth	684	644	720
Sixth	637	701	675
Ungraded Elementary	210	228	225
Seventh	649	643	713
Eighth	634	667	658
Ninth	540	623	682
Tenth	537	555	640
Eleventh	540	550	565
Twelfth	537	538	543
Ungraded Secondary	161	166	177
Total K-12 Enrollment	8467	8699	9192

## 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	689	8.1%	758	8.7%	875	9.5%
Black (Not Hispanic)	862	10.2%	902	10.4%	1039	11.3%
Hispanic	329	3.9%	314	3.6%	374	4.1%
White (Not Hispanic)	6587	77.8%	6725	77.3%	6904	75.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	20	21
Common Branch	23	22	23
English Grade 8	25	25	24
Mathematics Grade 8	24	24	23
Science Grade 8	23	23	23
Social Studies Grade 8	24	25	24
English Grade 10	22	22	21
Mathematics Grade 10	26	23	21
Science Grade 10	21	22	22
Social Studies Grade 10	21	23	22

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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	129	1.5%	140	1.6%	172	1.9%
Eligible for Free Lunch	404	4.8%	385	4.4%	394	4.3%

### 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		95.4%		95.3%		95.5%
Student Suspensions	221	2.7%	224	2.6%	270	3.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.0%	2.1%	2.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	711
Total Other Professional Staff	102
Total Paraprofessionals	228
Teaching Out of Certification*	6
Teachers with Temporary Licenses	1

\*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	479	401	84%	469	412	88%	470	423	90%
Students with Disabilities	63	23	37%	74	26	35%	87	25	29%
All Students	542	424	78%	543	438	81%	557	448	80%

\*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	436	74	4	3	35	5
Percent	78%	13%	1%	1%	6%	1%

## 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)
87	25	3	90

\*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			6		4	
	Entered GED Program*			0		3	
	Total Noncompleters			6		7	
Students with Disabilities	Dropped Out			6		6	
	Entered GED Program*			1		0	
	Total Noncompleters			7		6	
All Students	Dropped Out	9	0.4%	12	0.5%	10	0.4%
	Entered GED Program*	0	0.0%	1	0.0%	3	0.1%
	Total Noncompleters	9	0.4%	13	0.5%	13	0.5%

\*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%	34%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	463
	Number of Students with Disabilities		0	33
	Number of All Students		0	496
	Percent of Enrollment		0%	34%
6-8	Number of General-Education Students		1009	1017
	Number of Students with Disabilities		263	151
	Number of All Students		1272	1168
	Percent of Enrollment		60%	55%
9-12	Number of General-Education Students		2216	944
	Number of Students with Disabilities		149	172
	Number of All Students		2365	1116
	Percent of Enrollment		100%	44%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	78	100%	103	100%	87	99%
German	0	0%	0	0%	0	0%
Italian	101	82%	130	98%	91	100%
Latin	0	0%	0	0%	0	0%
Spanish	339	98%	321	96%	345	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	8	100%	1	#
German	0	0%	0	0%	0	0%
Italian	11	73%	7	86%	3	#
Latin	0	0%	0	0%	0	0%
Spanish	18	89%	18	94%	18	100%

(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	2	#	2	#	1	#
Science	8	88%	4	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	5	40%	0	0%	0	0%
U.S. Hist & Gov't	8	50%	2	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	36	83%	36	86%	60	83%
Science	64	45%	31	65%	38	58%
Reading	17	82%	20	75%	20	90%
Writing	29	76%	23	91%	21	71%
Global Studies	20	20%	17	53%	34	59%
U.S. Hist & Gov't	20	40%	14	57%	18	78%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	575	571	578	100	86	73
Number Scoring 55–100	555	553	564	82	74	60
Number Scoring 65–100	531	539	555	64	66	54
Number Scoring 85–100	302	420	424	4	18	13
Percentage of Tested Scoring 55–100	97%	97%	98%	82%	86%	82%
Percentage of Tested Scoring 65–100	92%	94%	96%	64%	77%	74%
Percentage of Tested Scoring 85–100	53%	74%	73%	4%	21%	18%
<b>Mathematics A</b>						
Number Tested	0	1	701	0	0	101
Number Scoring 55–100	0	#	637	0	0	62
Number Scoring 65–100	0	#	603	0	0	53
Number Scoring 85–100	0	#	264	0	0	4
Percentage of Tested Scoring 55–100	0%	#	91%	0%	0%	61%
Percentage of Tested Scoring 65–100	0%	#	86%	0%	0%	52%
Percentage of Tested Scoring 85–100	0%	#	38%	0%	0%	4%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	574	582	656	101	74	93
Number Scoring 55–100	562	566	620	90	63	67
Number Scoring 65–100	546	542	589	77	49	59
Number Scoring 85–100	394	301	334	13	5	4
Percentage of Tested Scoring 55–100	98%	97%	95%	89%	85%	72%
Percentage of Tested Scoring 65–100	95%	93%	90%	76%	66%	63%
Percentage of Tested Scoring 85–100	69%	52%	51%	13%	7%	4%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	556	607	584	93	100	75
Number Scoring 55–100	521	588	575	69	89	70
Number Scoring 65–100	488	553	555	55	66	59
Number Scoring 85–100	334	344	346	13	11	12
Percentage of Tested Scoring 55–100	94%	97%	98%	74%	89%	93%
Percentage of Tested Scoring 65–100	88%	91%	95%	59%	66%	79%
Percentage of Tested Scoring 85–100	60%	57%	59%	14%	11%	16%

(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	525	590	599	40	80	50
Number Scoring 55–100	524	585	593	40	75	45
Number Scoring 65–100	523	572	584	40	62	38
Number Scoring 85–100	290	338	369	3	6	6
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	94%	90%
Percentage of Tested Scoring 65–100	100%	97%	97%	100%	78%	76%
Percentage of Tested Scoring 85–100	55%	57%	62%	7%	7%	12%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	548	642	572	50	54	116
Number Scoring 55–100	530	630	544	44	50	93
Number Scoring 65–100	509	609	517	39	44	75
Number Scoring 85–100	309	381	278	6	9	11
Percentage of Tested Scoring 55–100	97%	98%	95%	88%	93%	80%
Percentage of Tested Scoring 65–100	93%	95%	90%	78%	81%	65%
Percentage of Tested Scoring 85–100	56%	59%	49%	12%	17%	9%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		464	501		24	14
Number Scoring 55–100		457	494		21	14
Number Scoring 65–100		417	442		16	8
Number Scoring 85–100		109	167		1	1
Percentage of Tested Scoring 55–100		98%	99%		88%	100%
Percentage of Tested Scoring 65–100		90%	88%		67%	57%
Percentage of Tested Scoring 85–100		23%	33%		4%	7%
<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	65	73	73	1	0	1
Number Scoring 55–100	65	73	73	#	0	#
Number Scoring 65–100	65	73	73	#	0	#
Number Scoring 85–100	58	64	63	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	89%	88%	86%	#	0%	#
<b>Comprehensive Italian</b>						
Number Tested	59	72	65	1	3	0
Number Scoring 55–100	59	71	65	#	#	0
Number Scoring 65–100	58	71	64	#	#	0
Number Scoring 85–100	44	46	51	#	#	0
Percentage of Tested Scoring 55–100	100%	99%	100%	#	#	0%
Percentage of Tested Scoring 65–100	98%	99%	98%	#	#	0%
Percentage of Tested Scoring 85–100	75%	64%	78%	#	#	0%
<b>Comprehensive German</b>						
Number Tested	1	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%
<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	276	266	284	14	3	5
Number Scoring 55–100	276	266	284	14	#	5
Number Scoring 65–100	275	266	284	14	#	5
Number Scoring 85–100	242	234	250	9	#	4
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 85–100	88%	88%	88%	64%	#	80%
<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	597	665	51	68	48	13
Number Scoring 55–100	550	621	37	54	37	9
Number Scoring 65–100	523	598	28	39	32	7
Number Scoring 85–100	333	410	4	8	7	1
Percentage of Tested Scoring 55–100	92%	93%	73%	79%	77%	69%
Percentage of Tested Scoring 65–100	88%	90%	55%	57%	67%	54%
Percentage of Tested Scoring 85–100	56%	62%	8%	12%	15%	8%
<b>Sequential Mathematics, Course III</b>						
Number Tested	468	372	458	28	28	13
Number Scoring 55–100	440	351	420	24	24	11
Number Scoring 65–100	419	333	408	20	22	11
Number Scoring 85–100	266	195	279	6	2	4
Percentage of Tested Scoring 55–100	94%	94%	92%	86%	86%	85%
Percentage of Tested Scoring 65–100	90%	90%	89%	71%	79%	85%
Percentage of Tested Scoring 85–100	57%	52%	61%	21%	7%	31%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	62	97%	36	100%	40	90%
Students with Disabilities	37	92%	20	100%	11	100%

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	675	0%	2%	50%	48%
	Students with Disabilities	71	6%	10%	77%	7%
	All Students	746	1%	2%	53%	44%

### 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	587	0%	10%	64%	26%
	Students with Disabilities	101	7%	62%	30%	1%
	All Students	688	1%	17%	59%	23%

(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	6	0	0	1	4	1
<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	459	459	459	93	93	93	552	552	552
Number Scoring 55–64	0	3	4	12	11	5	12	14	9
Number Scoring 65–84	91	136	151	57	55	56	148	191	207
Number Scoring 85–100	366	318	303	12	9	4	378	327	307
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)