

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-08-03-02-0000

Name: Hawthorne-Cedar Knolls Union Free School District

Superintendent: Mark K. Silverstein

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	1	0
Fourth	0	1	1
Fifth	0	8	3
Sixth	0	7	10
Ungraded Elementary	22	0	2
Seventh	0	15	16
Eighth	0	29	26
Ninth	0	62	63
Tenth	0	51	80
Eleventh	0	40	35
Twelfth	0	65	43
Ungraded Secondary	312	23	21
Total K-12 Enrollment	334	302	300

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	5	1.5%	2	0.7%	3	1.0%
Black (Not Hispanic)	198	59.3%	194	64.2%	191	63.7%
Hispanic	89	26.6%	65	21.5%	64	21.3%
White (Not Hispanic)	42	12.6%	41	13.6%	42	14.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	10
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	5	0	8
English Grade 10	7	12	11
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	8	8

(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	2	0.6%	0	0.0%	0	0.0%
Eligible for Free Lunch	323	96.7%	302	100.0%	301	100.3%

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		0.0%		0.0%		0.0%
Student Suspensions	10	3.0%	21	6.3%	75	24.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	52
Total Other Professional Staff	14
Total Paraprofessionals	129
Teaching Out of Certification*	16
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	0	0	0%	0	0	0%	1	0	0%
Students with Disabilities	8	0	0%	8	0	0%	7	0	0%
All Students	8	0	0%	8	0	0%	8	0	0%

*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	0	4	0	0	4	0
Percent	0%	50%	0%	0%	50%	0%

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)
7	0	9	16

*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			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
Students with Disabilities	Dropped Out			9		0	
	Entered GED Program*			0		0	
	Total Noncompleters			9		0	
All Students	Dropped Out	0	0.0%	10	4.6%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	10	4.6%	0	0.0%

*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		5	0
	Number of Students with Disabilities		38	5
	Number of All Students		43	5
	Percent of Enrollment		18%	2%

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	0	0%	0	0%	0	0%

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	0	0%	0	0%	0	0%

(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	0	0%	6	17%	8	50%
Science	0	0%	4	#	8	25%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	3	#
Global Studies	2	#	0	0%	4	#
U.S. Hist & Gov't	0	0%	0	0%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	36	47%	35	31%	49	45%
Science	35	31%	36	39%	40	45%
Reading	9	89%	13	92%	12	83%
Writing	17	47%	12	83%	16	69%
Global Studies	21	29%	18	33%	16	44%
U.S. Hist & Gov't	13	23%	13	54%	16	44%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	13	11	12	10	11	8
Number Scoring 55–100	5	2	0	2	2	0
Number Scoring 65–100	2	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	38%	18%	0%	20%	18%	0%
Percentage of Tested Scoring 65–100	15%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Mathematics A						
Number Tested	0	11	8	0	5	1
Number Scoring 55–100	0	2	2	0	0	#
Number Scoring 65–100	0	1	1	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	0%	18%	25%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	9%	12%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	27	13	19	22	7	8
Number Scoring 55–100	16	4	6	13	2	3
Number Scoring 65–100	4	4	3	4	2	1
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	59%	31%	32%	59%	29%	38%
Percentage of Tested Scoring 65–100	15%	31%	16%	18%	29%	12%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	0	19	7	0	15	5
Number Scoring 55–100	0	9	3	0	5	2
Number Scoring 65–100	0	4	2	0	2	1
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	47%	43%	0%	33%	40%
Percentage of Tested Scoring 65–100	0%	21%	29%	0%	13%	20%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	0	18	4	0	18	1
Number Scoring 55–100	0	5	#	0	5	#
Number Scoring 65–100	0	3	#	0	3	#
Number Scoring 85–100	0	0	#	0	0	#
Percentage of Tested Scoring 55–100	0%	28%	#	0%	28%	#
Percentage of Tested Scoring 65–100	0%	17%	#	0%	17%	#
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	0	4	1	0	2	1
Number Scoring 55–100	0	#	#	0	#	#
Number Scoring 65–100	0	#	#	0	#	#
Number Scoring 85–100	0	#	#	0	#	#
Percentage of Tested Scoring 55–100	0%	#	#	0%	#	#
Percentage of Tested Scoring 65–100	0%	#	#	0%	#	#
Percentage of Tested Scoring 85–100	0%	#	#	0%	#	#
Physical Setting/Chemistry (first administered June 2002)						
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%
Physical Setting/Physics (first administered June 2002)*						
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)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	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, 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
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	1	#	#	#	#
	Students with Disabilities	20	#	#	#	#
	All Students	21	38%	62%	0%	0%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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	3	3	3	26	26	26	29	29	29
Number Scoring 55–64	#	#	#	#	#	#	0	3	1
Number Scoring 65–84	#	#	#	#	#	#	1	2	2
Number Scoring 85–100	#	#	#	#	#	#	0	0	0
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)