

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-14-03-0000  
 Name: Hewlett-Woodmere Union Free School District  
 Superintendent: Les M. Omotani

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	147	145	147
Kindergarten	185	194	189
First	214	187	192
Second	216	230	189
Third	228	225	227
Fourth	236	245	228
Fifth	233	235	242
Sixth	267	238	247
Ungraded Elementary	0	0	0
Seventh	287	268	245
Eighth	280	276	270
Ninth	276	283	298
Tenth	255	278	289
Eleventh	279	248	276
Twelfth	267	275	244
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3223	3182	3136

## 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	220	6.8%	240	7.5%	240	7.7%
Black (Not Hispanic)	50	1.6%	60	1.9%	57	1.8%
Hispanic	185	5.7%	188	5.9%	221	7.0%
White (Not Hispanic)	2768	85.9%	2694	84.7%	2618	83.5%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	21	19
Common Branch	20	19	19
English Grade 8	23	21	20
Mathematics Grade 8	25	21	22
Science Grade 8	26	23	23
Social Studies Grade 8	26	22	22
English Grade 10	20	20	20
Mathematics Grade 10	18	18	18
Science Grade 10	22	20	16
Social Studies Grade 10	21	20	20

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	134	4.0%	132	4.0%	151	4.6%
Eligible for Free Lunch	51	1.6%	91	2.9%	100	3.2%

### 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		94.3%		94.0%		96.1%
Student Suspensions	60	1.8%	70	2.2%	63	2.0%

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

	2002-03	2003-04	2004-05
Reduced Lunch	1.3%	1.7%	2.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	316
Total Other Professional Staff	51
Total Paraprofessionals	123
Teaching Out of Certification*	4

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	219	217	220
	Regents Diplomas	185	196	205
	% Regents Diplomas	84%	90%	93%
	Regents Diplomas with Advanced Designation**			162
	% Regents Diplomas with Advanced Designation			74%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	40	37	17
	Regents Diplomas	18	12	11
	% Regents Diplomas	45%	32%	65%
	Regents Diplomas with Advanced Designation**			3
	% Regents Diplomas with Advanced Designation			18%
	IEP Diplomas or Local Certificates	0	0	0
<b>All Students</b>	Total Graduates*	259	254	237
	Regents Diplomas	203	208	216
	% Regents Diplomas	78%	82%	91%
	Regents Diplomas with Advanced Designation**			165
	% Regents Diplomas with Advanced Designation			70%
	IEP Diplomas or Local Certificates	0	0	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	203	13	0	1	0	0	3	0
	<b>Percent</b>	92%	6%	0%	0%	0%	0%	1%	0%
<b>Students with Disabilities</b>	<b>Number</b>	13	3	0	1	0	0	0	0
	<b>Percent</b>	76%	18%	0%	6%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	216	16	0	2	0	0	3	0
	<b>Percent</b>	91%	7%	0%	1%	0%	0%	1%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	10		1	0.1%	6	0.6%
	Total Noncompleters	10		1	0.1%	6	0.6%
<b>Students with Disabilities</b>	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	0	0.0%
<b>All Students</b>	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	11	1.0%	1	0.1%	6	0.5%
	Total Noncompleters	11	1.0%	1	0.1%	6	0.5%

\*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)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	100%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	230	712	222
	Number of Students with Disabilities	22	38	45
	Number of All Students	252	750	267
	Percent of Enrollment	23%	69%	24%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	28	96%	0	0%	43	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	209	100%	0	0%	196	99%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	4	#	0	0%
Science	0	0%	2	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	95%	16	88%	0	0%
Science	7	100%	2	#	0	0%
Reading	1	#	1	#	1	#
Writing	0	0%	3	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	282	242	268	39	18	40
Number Scoring 55-100	278	238	268	37	17	40
Number Scoring 65-100	271	234	258	35	15	34
Number Scoring 85-100	202	166	135	10	4	4
Percentage of Tested Scoring 55-100	99%	98%	100%	95%	94%	100%
Percentage of Tested Scoring 65-100	96%	97%	96%	90%	83%	85%
Percentage of Tested Scoring 85-100	72%	69%	50%	26%	22%	10%
<b>Mathematics A</b>						
Number Tested	268	381	286	26	40	47
Number Scoring 55-100	253	377	281	18	38	45
Number Scoring 65-100	240	370	265	13	32	33
Number Scoring 85-100	101	218	128	0	2	3
Percentage of Tested Scoring 55-100	94%	99%	98%	69%	95%	96%
Percentage of Tested Scoring 65-100	90%	97%	93%	50%	80%	70%
Percentage of Tested Scoring 85-100	38%	57%	45%	0%	5%	6%
<b>Mathematics B</b>						
Number Tested	0	177	207	0	1	7
Number Scoring 55-100	0	169	196	0	#	6
Number Scoring 65-100	0	156	177	0	#	6
Number Scoring 85-100	0	75	83	0	#	1
Percentage of Tested Scoring 55-100	0%	95%	95%	0%	#	86%
Percentage of Tested Scoring 65-100	0%	88%	86%	0%	#	86%
Percentage of Tested Scoring 85-100	0%	42%	40%	0%	#	14%
<b>Global History and Geography</b>						
Number Tested	252	265	298	24	37	44
Number Scoring 55-100	249	259	284	23	35	37
Number Scoring 65-100	240	251	275	19	31	29
Number Scoring 85-100	134	169	173	4	8	6
Percentage of Tested Scoring 55-100	99%	98%	95%	96%	95%	84%
Percentage of Tested Scoring 65-100	95%	95%	92%	79%	84%	66%
Percentage of Tested Scoring 85-100	53%	64%	58%	17%	22%	14%
<b>U.S. History and Government</b>						
Number Tested	276	232	271	40	15	41
Number Scoring 55-100	276	231	264	40	15	37
Number Scoring 65-100	272	228	256	37	15	33
Number Scoring 85-100	207	165	191	16	8	17
Percentage of Tested Scoring 55-100	100%	100%	97%	100%	100%	90%
Percentage of Tested Scoring 65-100	99%	98%	94%	93%	100%	80%
Percentage of Tested Scoring 85-100	75%	71%	70%	40%	53%	41%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	251	292	336	25	42	66
Number Scoring 55-100	246	286	321	22	39	57
Number Scoring 65-100	244	276	300	21	32	40
Number Scoring 85-100	113	135	132	2	3	3
Percentage of Tested Scoring 55-100	98%	98%	96%	88%	93%	86%
Percentage of Tested Scoring 65-100	97%	95%	89%	84%	76%	61%
Percentage of Tested Scoring 85-100	45%	46%	39%	8%	7%	5%
<b>Physical Setting/Earth Science</b>						
Number Tested	273	182	263	31	17	22
Number Scoring 55-100	272	178	259	30	16	20
Number Scoring 65-100	265	167	252	29	14	17
Number Scoring 85-100	179	54	154	6	4	1
Percentage of Tested Scoring 55-100	100%	98%	98%	97%	94%	91%
Percentage of Tested Scoring 65-100	97%	92%	96%	94%	82%	77%
Percentage of Tested Scoring 85-100	66%	30%	59%	19%	24%	5%
<b>Physical Setting/Chemistry</b>						
Number Tested	194	170	228	8	5	13
Number Scoring 55-100	190	170	227	7	5	12
Number Scoring 65-100	171	160	214	5	5	12
Number Scoring 85-100	53	55	94	0	0	2
Percentage of Tested Scoring 55-100	98%	100%	100%	88%	100%	92%
Percentage of Tested Scoring 65-100	88%	94%	94%	62%	100%	92%
Percentage of Tested Scoring 85-100	27%	32%	41%	0%	0%	15%
<b>Physical Setting/Physics</b>						
Number Tested		94	111		1	1
Number Scoring 55-100		91	107		#	#
Number Scoring 65-100		73	103		#	#
Number Scoring 85-100		19	59		#	#
Percentage of Tested Scoring 55-100		97%	96%		#	#
Percentage of Tested Scoring 65-100		78%	93%		#	#
Percentage of Tested Scoring 85-100		20%	53%		#	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	22	57	28	0	0	2
Number Scoring 55-100	22	57	28	0	0	#
Number Scoring 65-100	22	53	28	0	0	#
Number Scoring 85-100	20	36	22	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	93%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	91%	63%	79%	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	4	0	12	0	0	0
Number Scoring 55-100	#	0	12	0	0	0
Number Scoring 65-100	#	0	12	0	0	0
Number Scoring 85-100	#	0	10	0	0	0
Percentage of Tested Scoring 55-100	#	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	83%	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	157	178	202	7	5	12
Number Scoring 55-100	157	174	199	7	5	11
Number Scoring 65-100	157	172	198	7	4	11
Number Scoring 85-100	114	104	140	4	2	5
Percentage of Tested Scoring 55-100	100%	98%	99%	100%	100%	92%
Percentage of Tested Scoring 65-100	100%	97%	98%	100%	80%	92%
Percentage of Tested Scoring 85-100	73%	58%	69%	57%	40%	42%
<b>Comprehensive Latin</b>						
Number Tested	1	4	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%

(Form – H)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	203	0%	0%	45%	55%
	Students with Disabilities	40	8%	15%	60%	18%
	All Students	243	1%	3%	47%	49%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	231	0%	2%	48%	49%
	Students with Disabilities	39	3%	46%	46%	5%
	All Students	270	1%	8%	48%	43%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	3	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

### 2001 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	221	221	221	22	22	22	243	243	243
Number Scoring 55–64	5	4	2	3	0	3	8	4	5
Number Scoring 65–84	83	55	76	15	9	14	98	64	90
Number Scoring 85–100	130	161	143	2	10	3	132	171	146
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		72	57		0	5
Beginning		1	0		0	0
Intermediate		16	4		0	0
Advanced		35	34		0	3
Proficient		20	19		0	2
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		73	57		0	5
Beginning		7	8		0	1
Intermediate		17	16		0	2
Advanced		29	5		0	0
Proficient		20	28		0	2
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		35	22		1	1
Beginning		1	0		#	#
Intermediate		2	0		#	#
Advanced		8	5		#	#
Proficient		24	17		#	#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		35	22		1	1
Beginning		1	0		#	#
Intermediate		10	1		#	#
Advanced		15	11		#	#
Proficient		9	10		#	#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		8	8		0	0
Beginning		0	0		0	0
Intermediate		1	0		0	0
Advanced		5	3		0	0
Proficient		2	5		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		8	8		0	0
Beginning		1	0		0	0
Intermediate		3	0		0	0
Advanced		4	2		0	0
Proficient		0	6		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)

# 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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		14	12		1	4
Beginning		1	0		#	#
Intermediate		2	0		#	#
Advanced		10	7		#	#
Proficient		1	5		#	#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		14	12		1	4
Beginning		2	0		#	#
Intermediate		2	2		#	#
Advanced		6	2		#	#
Proficient		4	8		#	#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		22	14		0	1
Beginning		1	0		0	#
Intermediate		6	7		0	#
Advanced		5	7		0	#
Proficient		10	0		0	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		22	14		0	1
Beginning		2	0		0	#
Intermediate		5	8		0	#
Advanced		12	1		0	#
Proficient		3	5		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 - L)