

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	648	765	727
First	711	702	804
Second	668	742	740
Third	677	689	767
Fourth	680	696	717
Fifth	644	720	735
Sixth	701	675	748
Ungraded Elementary	228	225	188
Seventh	643	713	684
Eighth	667	658	741
Ninth	623	682	652
Tenth	555	640	672
Eleventh	550	565	636
Twelfth	538	543	556
Ungraded Secondary	166	177	201
Total K-12 Enrollment	8699	9192	9568

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	758	8.7%	875	9.5%	964	10.1%
Black (Not Hispanic)	902	10.4%	1039	11.3%	1078	11.3%
Hispanic	314	3.6%	374	4.1%	399	4.2%
White (Not Hispanic)	6725	77.3%	6904	75.1%	7127	74.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	21	20
Common Branch	22	23	23
English Grade 8	25	24	24
Mathematics Grade 8	24	23	25
Science Grade 8	23	23	25
Social Studies Grade 8	25	24	25
English Grade 10	22	21	22
Mathematics Grade 10	23	21	21
Science Grade 10	22	22	23
Social Studies Grade 10	23	22	21

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	140	1.6%	172	1.9%	188	2.0%
Eligible for Free Lunch	385	4.4%	394	4.3%	452	4.7%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.3%		95.5%		95.4%
Student Suspensions	224	2.7%	270	3.1%	233	2.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.1%	2.1%	2.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	670
Total Other Professional Staff	166
Total Paraprofessionals	259
Teaching Out of Certification*	3

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	469	412	88%	470	423	90%	503	452	90%
Students with Disabilities	74	26	35%	87	25	29%	67	26	39%
All Students	543	438	81%	557	448	80%	570	478	84%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	482	54	4	3	20	7
Percent	85%	9%	1%	1%	4%	1%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
67	26	12	79

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	6		4		5	0.2%
	Entered GED Program*	0		3		3	0.1%
	Total Noncompleters	6		7		8	0.4%
Students with Disabilities	Dropped Out	6		6		6	1.4%
	Entered GED Program*	1		0		2	0.5%
	Total Noncompleters	7		6		8	1.8%
All Students	Dropped Out	12	0.5%	10	0.4%	11	0.4%
	Entered GED Program*	1	0.0%	3	0.1%	5	0.2%
	Total Noncompleters	13	0.6%	13	0.5%	16	0.6%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	34%	41%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	463	539
	Number of Students with Disabilities	0	33	35
	Number of All Students	0	496	574
	Percent of Enrollment	0%	34%	38%
6-8	Number of General-Education Students	1009	1017	2145
	Number of Students with Disabilities	263	151	217
	Number of All Students	1272	1168	2362
	Percent of Enrollment	60%	55%	100%
9-12	Number of General-Education Students	2216	944	2286
	Number of Students with Disabilities	149	172	347
	Number of All Students	2365	1116	2633
	Percent of Enrollment	100%	44%	100%

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 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	103	100%	87	99%	101	100%
German	0	0%	0	0%	0	0%
Italian	130	98%	91	100%	93	100%
Latin	0	0%	0	0%	0	0%
Spanish	321	96%	345	100%	404	97%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	8	100%	1	#	3	#
German	0	0%	0	0%	0	0%
Italian	7	86%	3	#	5	100%
Latin	0	0%	0	0%	0	0%
Spanish	18	94%	18	100%	27	85%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	3	#
Science	4	#	0	0%	1	#
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	36	86%	60	83%	48	69%
Science	31	65%	38	58%	41	41%
Reading	20	75%	20	90%	6	83%
Writing	23	91%	21	71%	8	88%
Global Studies	17	53%	34	59%	32	50%
U.S. Hist & Gov't	14	57%	18	78%	25	52%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	571	578	652	86	73	84
Number Scoring 55-100	553	564	645	74	60	78
Number Scoring 65-100	539	555	635	66	54	72
Number Scoring 85-100	420	424	540	18	13	33
Percentage of Tested Scoring 55-100	97%	98%	99%	86%	82%	93%
Percentage of Tested Scoring 65-100	94%	96%	97%	77%	74%	86%
Percentage of Tested Scoring 85-100	74%	73%	83%	21%	18%	39%
Mathematics A						
Number Tested	1	701	709	0	101	95
Number Scoring 55-100	#	637	698	0	62	85
Number Scoring 65-100	#	603	685	0	53	80
Number Scoring 85-100	#	264	360	0	4	15
Percentage of Tested Scoring 55-100	#	91%	98%	0%	61%	89%
Percentage of Tested Scoring 65-100	#	86%	97%	0%	52%	84%
Percentage of Tested Scoring 85-100	#	38%	51%	0%	4%	16%
Mathematics B						
Number Tested	0	0	466	0	0	19
Number Scoring 55-100	0	0	454	0	0	17
Number Scoring 65-100	0	0	438	0	0	14
Number Scoring 85-100	0	0	254	0	0	3
Percentage of Tested Scoring 55-100	0%	0%	97%	0%	0%	89%
Percentage of Tested Scoring 65-100	0%	0%	94%	0%	0%	74%
Percentage of Tested Scoring 85-100	0%	0%	55%	0%	0%	16%
Global History and Geography						
Number Tested	582	656	735	74	93	110
Number Scoring 55-100	566	620	705	63	67	85
Number Scoring 65-100	542	589	680	49	59	74
Number Scoring 85-100	301	334	411	5	4	12
Percentage of Tested Scoring 55-100	97%	95%	96%	85%	72%	77%
Percentage of Tested Scoring 65-100	93%	90%	93%	66%	63%	67%
Percentage of Tested Scoring 85-100	52%	51%	56%	7%	4%	11%
U.S. History and Government						
Number Tested	607	584	649	100	75	83
Number Scoring 55-100	588	575	630	89	70	70
Number Scoring 65-100	553	555	608	66	59	56
Number Scoring 85-100	344	346	470	11	12	18
Percentage of Tested Scoring 55-100	97%	98%	97%	89%	93%	84%
Percentage of Tested Scoring 65-100	91%	95%	94%	66%	79%	67%
Percentage of Tested Scoring 85-100	57%	59%	72%	11%	16%	22%

(Form - F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	590	599	664	80	50	112
Number Scoring 55-100	585	593	648	75	45	98
Number Scoring 65-100	572	584	627	62	38	82
Number Scoring 85-100	338	369	358	6	6	12
Percentage of Tested Scoring 55-100	99%	99%	98%	94%	90%	88%
Percentage of Tested Scoring 65-100	97%	97%	94%	78%	76%	73%
Percentage of Tested Scoring 85-100	57%	62%	54%	7%	12%	11%
Physical Setting/Earth Science						
Number Tested	642	572	706	54	116	85
Number Scoring 55-100	630	544	677	50	93	75
Number Scoring 65-100	609	517	633	44	75	56
Number Scoring 85-100	381	278	340	9	11	6
Percentage of Tested Scoring 55-100	98%	95%	96%	93%	80%	88%
Percentage of Tested Scoring 65-100	95%	90%	90%	81%	65%	66%
Percentage of Tested Scoring 85-100	59%	49%	48%	17%	9%	7%
Physical Setting/Chemistry						
Number Tested	464	501	532	24	14	21
Number Scoring 55-100	457	494	521	21	14	18
Number Scoring 65-100	417	442	472	16	8	16
Number Scoring 85-100	109	167	171	1	1	0
Percentage of Tested Scoring 55-100	98%	99%	98%	88%	100%	86%
Percentage of Tested Scoring 65-100	90%	88%	89%	67%	57%	76%
Percentage of Tested Scoring 85-100	23%	33%	32%	4%	7%	0%
Physical Setting/Physics						
Number Tested			285			2
Number Scoring 55-100			283			#
Number Scoring 65-100			277			#
Number Scoring 85-100			128			#
Percentage of Tested Scoring 55-100			99%			#
Percentage of Tested Scoring 65-100			97%			#
Percentage of Tested Scoring 85-100			45%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	73	73	81	0	1	2
Number Scoring 55-100	73	73	80	0	#	#
Number Scoring 65-100	73	73	80	0	#	#
Number Scoring 85-100	64	63	77	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	99%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	99%	0%	#	#
Percentage of Tested Scoring 85-100	88%	86%	95%	0%	#	#
Comprehensive Italian						
Number Tested	72	65	99	3	0	2
Number Scoring 55-100	71	65	99	#	0	#
Number Scoring 65-100	71	64	99	#	0	#
Number Scoring 85-100	46	51	77	#	0	#
Percentage of Tested Scoring 55-100	99%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	99%	98%	100%	#	0%	#
Percentage of Tested Scoring 85-100	64%	78%	78%	#	0%	#
Comprehensive German						
Number Tested	0	1	0	0	0	0
Number Scoring 55-100	0	#	0	0	0	0
Number Scoring 65-100	0	#	0	0	0	0
Number Scoring 85-100	0	#	0	0	0	0
Percentage of Tested Scoring 55-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	0%	0%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	266	284	370	3	5	13
Number Scoring 55-100	266	284	370	#	5	13
Number Scoring 65-100	266	284	370	#	5	13
Number Scoring 85-100	234	250	330	#	4	9
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%	89%	#	80%	69%
Comprehensive Latin						
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	372	458	24	28	13	2
Number Scoring 55-100	351	420	19	24	11	#
Number Scoring 65-100	333	408	15	22	11	#
Number Scoring 85-100	195	279	0	2	4	#
Percentage of Tested Scoring 55-100	94%	92%	79%	86%	85%	#
Percentage of Tested Scoring 65-100	90%	89%	62%	79%	85%	#
Percentage of Tested Scoring 85-100	52%	61%	0%	7%	31%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	36	100%	40	90%	20	100%
Students with Disabilities	20	100%	11	100%	9	89%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	651	0%	1%	28%	71%
	Students with Disabilities	98	9%	10%	54%	27%
	All Students	749	1%	2%	31%	65%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	689	0%	18%	54%	28%
	Students with Disabilities	96	2%	58%	39%	1%
	All Students	785	1%	23%	52%	25%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	5	0	0	1	1	3
Middle Level						
Social Studies	3	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

2000 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	493	493	493	80	80	80	573	573	573
Number Scoring 55–64	2	5	2	7	5	11	9	10	13
Number Scoring 65–84	196	149	163	46	37	41	242	186	204
Number Scoring 85–100	289	332	324	6	13	12	295	345	336
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			70			0
Beginning (0-18)			2			0
Intermediate (19-31)			3			0
Advanced (32-36)			31			0
Proficient (37-39)			34			0
Reading and Writing (Grade K-1)						
Number Tested			70			0
Beginning (0-14)			9			0
Intermediate (15-24)			13			0
Advanced (25-32)			23			0
Proficient (33-35)			25			0
Listening and Speaking (Grade 2-4)						
Number Tested			36			1
Beginning (0-18)			1			#
Intermediate (19-31)			6			#
Advanced (32-36)			8			#
Proficient (37-39)			21			#
Reading and Writing (Grade 2-4)						
Number Tested			36			1
Beginning (0-14)			6			#
Intermediate (15-24)			14			#
Advanced (25-32)			9			#
Proficient (33-35)			7			#
Listening and Speaking (Grade 5-6)						
Number Tested			13			0
Beginning (0-18)			1			0
Intermediate (19-31)			0			0
Advanced (32-36)			5			0
Proficient (37-39)			7			0
Reading and Writing (Grade 5-6)						
Number Tested			13			0
Beginning (0-14)			2			0
Intermediate (15-24)			2			0
Advanced (25-32)			7			0
Proficient (33-35)			2			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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			20			1
Beginning (0-18)			1			#
Intermediate (19-31)			4			#
Advanced (32-36)			9			#
Proficient (37-39)			6			#
Reading and Writing (Grade 7-8)						
Number Tested			20			1
Beginning (0-14)			0			#
Intermediate (15-24)			12			#
Advanced (25-32)			5			#
Proficient (33-35)			3			#
Listening and Speaking (Grade 9-12)						
Number Tested			25			0
Beginning (0-18)			1			0
Intermediate (19-31)			5			0
Advanced (32-36)			5			0
Proficient (37-39)			14			0
Reading and Writing (Grade 9-12)						
Number Tested			25			0
Beginning (0-14)			2			0
Intermediate (15-24)			9			0
Advanced (25-32)			12			0
Proficient (33-35)			2			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)