

# New York State District Report Card Comprehensive Information Report

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

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	141	147	145
Kindergarten	213	185	194
First	214	214	187
Second	221	216	230
Third	232	228	225
Fourth	225	236	245
Fifth	258	233	235
Sixth	285	267	238
Ungraded Elementary	0	0	0
Seventh	270	287	268
Eighth	265	280	276
Ninth	247	276	283
Tenth	281	255	278
Eleventh	282	279	248
Twelfth	281	267	275
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3274	3223	3182

## 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	210	6.4%	220	6.8%	240	7.5%
Black (Not Hispanic)	35	1.1%	50	1.6%	60	1.9%
Hispanic	164	5.0%	185	5.7%	188	5.9%
White (Not Hispanic)	2865	87.5%	2768	85.9%	2694	84.7%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	19	21
Common Branch	20	20	19
English Grade 8	25	23	21
Mathematics Grade 8	24	25	21
Science Grade 8	26	26	23
Social Studies Grade 8	25	26	22
English Grade 10	19	20	20
Mathematics Grade 10	18	18	18
Science Grade 10	17	22	20
Social Studies Grade 10	19	21	20

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	119	3.5%	134	4.0%	132	4.0%
<b>Eligible for Free Lunch</b>	72	2.2%	51	1.6%	91	2.9%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		96.3%		94.3%		94.0%
<b>Student Suspensions</b>	51	1.6%	60	1.8%	70	2.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.0%	1.3%	1.7%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	301
Total Other Professional Staff	44
Total Paraprofessionals	106
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 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	237	202	85%	219	185	84%	217	196	90%
Students with Disabilities	30	11	37%	40	18	45%	37	12	32%
All Students	267	213	80%	259	203	78%	254	208	82%

\*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	204	26	2	1	6	15
Percent	80%	10%	1%	0%	2%	6%

## 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)
37	12	0	37

\*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.
<b>General-Education Students</b>	Dropped Out	3		0		0	0.0%
	Entered GED Program*	6		10		1	0.1%
	Total Noncompleters	9		10		1	0.1%
<b>Students with Disabilities</b>	Dropped Out	0		0		0	0.0%
	Entered GED Program*	2		1		0	0.0%
	Total Noncompleters	2		1		0	0.0%
<b>All Students</b>	Dropped Out	3	0.3%	0	0.0%	0	0.0%
	Entered GED Program*	8	0.7%	11	1.0%	1	0.1%
	Total Noncompleters	11	1.0%	11	1.0%	1	0.1%

\*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%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	277	230	712
	Number of Students with Disabilities	0	22	38
	Number of All Students	277	252	750
	Percent of Enrollment	25%	23%	69%

## 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; completion 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	70	99%	28	96%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	162	98%	209	100%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	6	67%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	100%	20	95%	16	88%
Science	8	75%	7	100%	2	#
Reading	2	#	1	#	1	#
Writing	2	#	0	0%	3	#
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	3	#	3	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	275	282	242	50	39	18
Number Scoring 55-100	273	278	238	49	37	17
Number Scoring 65-100	265	271	234	47	35	15
Number Scoring 85-100	173	202	166	21	10	4
Percentage of Tested Scoring 55-100	99%	99%	98%	98%	95%	94%
Percentage of Tested Scoring 65-100	96%	96%	97%	94%	90%	83%
Percentage of Tested Scoring 85-100	63%	72%	69%	42%	26%	22%
<b>Mathematics A</b>						
Number Tested	0	268	381	0	26	40
Number Scoring 55-100	0	253	377	0	18	38
Number Scoring 65-100	0	240	370	0	13	32
Number Scoring 85-100	0	101	218	0	0	2
Percentage of Tested Scoring 55-100	0%	94%	99%	0%	69%	95%
Percentage of Tested Scoring 65-100	0%	90%	97%	0%	50%	80%
Percentage of Tested Scoring 85-100	0%	38%	57%	0%	0%	5%
<b>Mathematics B</b>						
Number Tested	0	0	177	0	0	1
Number Scoring 55-100	0	0	169	0	0	#
Number Scoring 65-100	0	0	156	0	0	#
Number Scoring 85-100	0	0	75	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	95%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	88%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	42%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	286	252	265	40	24	37
Number Scoring 55-100	285	249	259	39	23	35
Number Scoring 65-100	279	240	251	37	19	31
Number Scoring 85-100	163	134	169	3	4	8
Percentage of Tested Scoring 55-100	100%	99%	98%	97%	96%	95%
Percentage of Tested Scoring 65-100	98%	95%	95%	93%	79%	84%
Percentage of Tested Scoring 85-100	57%	53%	64%	7%	17%	22%
<b>U.S. History and Government</b>						
Number Tested	274	276	232	50	40	15
Number Scoring 55-100	270	276	231	48	40	15
Number Scoring 65-100	258	272	228	42	37	15
Number Scoring 85-100	126	207	165	13	16	8
Percentage of Tested Scoring 55-100	99%	100%	100%	96%	100%	100%
Percentage of Tested Scoring 65-100	94%	99%	98%	84%	93%	100%
Percentage of Tested Scoring 85-100	46%	75%	71%	26%	40%	53%

(Form - F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	245	251	292	38	25	42
Number Scoring 55-100	245	246	286	38	22	39
Number Scoring 65-100	244	244	276	37	21	32
Number Scoring 85-100	103	113	135	4	2	3
Percentage of Tested Scoring 55-100	100%	98%	98%	100%	88%	93%
Percentage of Tested Scoring 65-100	100%	97%	95%	97%	84%	76%
Percentage of Tested Scoring 85-100	42%	45%	46%	11%	8%	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	212	273	182	11	31	17
Number Scoring 55-100	212	272	178	11	30	16
Number Scoring 65-100	211	265	167	10	29	14
Number Scoring 85-100	139	179	54	5	6	4
Percentage of Tested Scoring 55-100	100%	100%	98%	100%	97%	94%
Percentage of Tested Scoring 65-100	100%	97%	92%	91%	94%	82%
Percentage of Tested Scoring 85-100	66%	66%	30%	45%	19%	24%
<b>Physical Setting/Chemistry</b>						
Number Tested	241	194	170	18	8	5
Number Scoring 55-100	237	190	170	16	7	5
Number Scoring 65-100	204	171	160	14	5	5
Number Scoring 85-100	47	53	55	1	0	0
Percentage of Tested Scoring 55-100	98%	98%	100%	89%	88%	100%
Percentage of Tested Scoring 65-100	85%	88%	94%	78%	62%	100%
Percentage of Tested Scoring 85-100	20%	27%	32%	6%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			94			1
Number Scoring 55-100			91			#
Number Scoring 65-100			73			#
Number Scoring 85-100			19			#
Percentage of Tested Scoring 55-100			97%			#
Percentage of Tested Scoring 65-100			78%			#
Percentage of Tested Scoring 85-100			20%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	23	22	57	0	0	0
Number Scoring 55-100	23	22	57	0	0	0
Number Scoring 65-100	23	22	53	0	0	0
Number Scoring 85-100	12	20	36	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	52%	91%	63%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	7	4	0	1	0	0
Number Scoring 55-100	7	#	0	#	0	0
Number Scoring 65-100	7	#	0	#	0	0
Number Scoring 85-100	7	#	0	#	0	0
Percentage of Tested Scoring 55-100	100%	#	0%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	#	0%	#	0%	0%
Percentage of Tested Scoring 85-100	100%	#	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	7	0	0	1	0	0
Number Scoring 55-100	7	0	0	#	0	0
Number Scoring 65-100	7	0	0	#	0	0
Number Scoring 85-100	6	0	0	#	0	0
Percentage of Tested Scoring 55-100	100%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	86%	0%	0%	#	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	200	157	178	5	7	5
Number Scoring 55-100	200	157	174	5	7	5
Number Scoring 65-100	199	157	172	5	7	4
Number Scoring 85-100	140	114	104	2	4	2
Percentage of Tested Scoring 55-100	100%	100%	98%	100%	100%	100%
Percentage of Tested Scoring 65-100	99%	100%	97%	100%	100%	80%
Percentage of Tested Scoring 85-100	70%	73%	58%	40%	57%	40%
<b>Comprehensive Latin</b>						
Number Tested	2	1	4	0	0	0
Number Scoring 55-100	#	#	#	0	0	0
Number Scoring 65-100	#	#	#	0	0	0
Number Scoring 85-100	#	#	#	0	0	0
Percentage of Tested Scoring 55-100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	#	#	0%	0%	0%

(Form - H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	245	202	0	19	14	0
Number Scoring 55-100	233	187	0	17	11	0
Number Scoring 65-100	226	170	0	17	7	0
Number Scoring 85-100	151	105	0	7	2	0
Percentage of Tested Scoring 55-100	95%	93%	0%	89%	79%	0%
Percentage of Tested Scoring 65-100	92%	84%	0%	89%	50%	0%
Percentage of Tested Scoring 85-100	62%	52%	0%	37%	14%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	9	67%	0	0%	0	0%
Students with Disabilities	3	#	0	0%	0	0%

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
<b>Nov 2003</b>	General-Education Students	212	1%	0%	38%	60%
	Students with Disabilities	23	17%	13%	61%	9%
	All Students	235	3%	2%	40%	55%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	238	0%	13%	54%	33%
	Students with Disabilities	48	4%	56%	35%	4%
	All Students	286	1%	20%	51%	28%

(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
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<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

## 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	241	241	241	36	36	36	277	277	277
Number Scoring 55–64	1	0	1	2	2	0	3	2	1
Number Scoring 65–84	74	46	77	29	18	25	103	64	102
Number Scoring 85–100	161	188	157	3	15	9	164	203	166
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			72			0
Beginning (0-18)			1			0
Intermediate (19-31)			16			0
Advanced (32-36)			35			0
Proficient (37-39)			20			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			73			0
Beginning (0-14)			7			0
Intermediate (15-24)			17			0
Advanced (25-32)			29			0
Proficient (33-35)			20			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			35			1
Beginning (0-18)			1			#
Intermediate (19-31)			2			#
Advanced (32-36)			8			#
Proficient (37-39)			24			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			35			1
Beginning (0-14)			1			#
Intermediate (15-24)			10			#
Advanced (25-32)			15			#
Proficient (33-35)			9			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			5			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			8			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			4			0
Proficient (33-35)			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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			14			1
Beginning (0-18)			1			#
Intermediate (19-31)			2			#
Advanced (32-36)			10			#
Proficient (37-39)			1			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			14			1
Beginning (0-14)			2			#
Intermediate (15-24)			2			#
Advanced (25-32)			6			#
Proficient (33-35)			4			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			22			0
Beginning (0-18)			1			0
Intermediate (19-31)			6			0
Advanced (32-36)			5			0
Proficient (37-39)			10			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			22			0
Beginning (0-14)			2			0
Intermediate (15-24)			5			0
Advanced (25-32)			12			0
Proficient (33-35)			3			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)