

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-01-01-03-0000
 Name: Katonah-Lewisboro Union Free School District
 Superintendent: Robert V. Lichtenfeld

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	297	298	268
First	318	323	315
Second	325	313	317
Third	363	325	309
Fourth	315	355	328
Fifth	348	311	362
Sixth	356	330	321
Ungraded Elementary	3	3	5
Seventh	346	355	327
Eighth	340	346	352
Ninth	289	328	334
Tenth	285	285	321
Eleventh	251	283	269
Twelfth	211	257	284
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4047	4112	4112

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	75	1.9%	88	2.1%	85	2.1%
Black (Not Hispanic)	53	1.3%	55	1.3%	51	1.2%
Hispanic	73	1.8%	85	2.1%	83	2.0%
White (Not Hispanic)	3846	95.0%	3884	94.5%	3893	94.7%

Average Class Size

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

(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	42	1.0%	62	1.5%	52	1.3%
Eligible for Free Lunch	16	0.4%	14	0.4%	15	0.4%

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		95.9%		96.0%		95.9%
Student Suspensions	121	3.0%	122	3.0%	110	2.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.4%	0.4%	0.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	309
Total Other Professional Staff	53
Total Paraprofessionals	67
Teaching Out of Certification*	16

*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	189	145	77%	224	174	78%	224	186	83%
Students with Disabilities	19	3	16%	27	9	33%	48	10	21%
All Students	208	148	71%	251	183	73%	272	196	72%

*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	242	19	0	1	1	9
Percent	89%	7%	0%	0%	0%	3%

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)
48	10	2	50

*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	3		1		6	0.6%
	Entered GED Program*	1		1		0	0.0%
	Total Noncompleters	4		2		6	0.6%
Students with Disabilities	Dropped Out	0		1		2	1.1%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		2	1.1%
All Students	Dropped Out	3	0.3%	2	0.2%	8	0.7%
	Entered GED Program*	1	0.1%	1	0.1%	0	0.0%
	Total Noncompleters	4	0.4%	3	0.3%	8	0.7%

*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	923	898	1000
	Number of Students with Disabilities	119	133	0
	Number of All Students	1042	1031	1000
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	254	0	297
	Number of Students with Disabilities	37	0	33
	Number of All Students	291	0	330
	Percent of Enrollment	28%	0%	27%

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	85	100%	59	98%	75	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	23	96%	28	100%	1	#
Spanish	190	99%	212	99%	185	96%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	2	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	9	100%	9	100%	8	63%

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	#	2	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	91%	16	100%	11	100%
Science	0	0%	3	#	5	100%
Reading	1	#	3	#	1	#
Writing	1	#	2	#	1	#
Global Studies	2	#	5	100%	4	#
U.S. Hist & Gov't	3	#	2	#	2	#

(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	255	280	268	28	46	30
Number Scoring 55-100	254	277	267	27	44	30
Number Scoring 65-100	252	274	263	25	42	27
Number Scoring 85-100	170	200	221	6	15	7
Percentage of Tested Scoring 55-100	100%	99%	100%	96%	96%	100%
Percentage of Tested Scoring 65-100	99%	98%	98%	89%	91%	90%
Percentage of Tested Scoring 85-100	67%	71%	82%	21%	33%	23%
Mathematics A						
Number Tested	275	314	313	44	46	39
Number Scoring 55-100	257	299	311	33	35	37
Number Scoring 65-100	241	289	301	23	28	30
Number Scoring 85-100	155	106	190	6	2	8
Percentage of Tested Scoring 55-100	93%	95%	99%	75%	76%	95%
Percentage of Tested Scoring 65-100	88%	92%	96%	52%	61%	77%
Percentage of Tested Scoring 85-100	56%	34%	61%	14%	4%	21%
Mathematics B						
Number Tested	0	198	249	0	12	12
Number Scoring 55-100	0	178	241	0	10	12
Number Scoring 65-100	0	156	228	0	7	12
Number Scoring 85-100	0	34	93	0	1	2
Percentage of Tested Scoring 55-100	0%	90%	97%	0%	83%	100%
Percentage of Tested Scoring 65-100	0%	79%	92%	0%	58%	100%
Percentage of Tested Scoring 85-100	0%	17%	37%	0%	8%	17%
Global History and Geography						
Number Tested	272	280	319	40	32	39
Number Scoring 55-100	270	278	314	40	31	34
Number Scoring 65-100	268	272	306	38	29	30
Number Scoring 85-100	170	165	227	9	6	13
Percentage of Tested Scoring 55-100	99%	99%	98%	100%	97%	87%
Percentage of Tested Scoring 65-100	99%	97%	96%	95%	91%	77%
Percentage of Tested Scoring 85-100	62%	59%	71%	23%	19%	33%
U.S. History and Government						
Number Tested	249	282	271	24	47	31
Number Scoring 55-100	246	279	267	22	46	29
Number Scoring 65-100	238	276	260	18	45	24
Number Scoring 85-100	126	204	203	3	22	11
Percentage of Tested Scoring 55-100	99%	99%	99%	92%	98%	94%
Percentage of Tested Scoring 65-100	96%	98%	96%	75%	96%	77%
Percentage of Tested Scoring 85-100	51%	72%	75%	12%	47%	35%

(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	230	277	285	17	18	16
Number Scoring 55-100	230	274	285	17	18	16
Number Scoring 65-100	230	273	285	17	18	16
Number Scoring 85-100	92	150	139	0	5	3
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 85-100	40%	54%	49%	0%	28%	19%
Physical Setting/Earth Science						
Number Tested	304	319	344	35	29	39
Number Scoring 55-100	303	313	338	35	28	38
Number Scoring 65-100	300	307	333	34	26	34
Number Scoring 85-100	201	211	190	13	5	8
Percentage of Tested Scoring 55-100	100%	98%	98%	100%	97%	97%
Percentage of Tested Scoring 65-100	99%	96%	97%	97%	90%	87%
Percentage of Tested Scoring 85-100	66%	66%	55%	37%	17%	21%
Physical Setting/Chemistry						
Number Tested	201	227	250	3	13	17
Number Scoring 55-100	198	224	248	#	12	17
Number Scoring 65-100	182	196	223	#	9	14
Number Scoring 85-100	41	44	62	#	1	3
Percentage of Tested Scoring 55-100	99%	99%	99%	#	92%	100%
Percentage of Tested Scoring 65-100	91%	86%	89%	#	69%	82%
Percentage of Tested Scoring 85-100	20%	19%	25%	#	8%	18%
Physical Setting/Physics						
Number Tested			155			4
Number Scoring 55-100			153			#
Number Scoring 65-100			144			#
Number Scoring 85-100			54			#
Percentage of Tested Scoring 55-100			99%			#
Percentage of Tested Scoring 65-100			93%			#
Percentage of Tested Scoring 85-100			35%			#

* 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	57	65	82	0	2	1
Number Scoring 55-100	57	65	82	0	#	#
Number Scoring 65-100	57	65	82	0	#	#
Number Scoring 85-100	43	55	64	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	75%	85%	78%	0%	#	#
Comprehensive Italian						
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 German						
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 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	118	131	153	2	7	3
Number Scoring 55-100	118	131	153	#	7	#
Number Scoring 65-100	117	131	153	#	7	#
Number Scoring 85-100	87	103	105	#	4	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65-100	99%	100%	100%	#	100%	#
Percentage of Tested Scoring 85-100	74%	79%	69%	#	57%	#
Comprehensive Latin						
Number Tested	31	20	34	1	0	1
Number Scoring 55-100	31	20	34	#	0	#
Number Scoring 65-100	31	20	34	#	0	#
Number Scoring 85-100	27	18	32	#	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	87%	90%	94%	#	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	213	2	0	6	1	0
Number Scoring 55-100	207	#	0	5	#	0
Number Scoring 65-100	200	#	0	5	#	0
Number Scoring 85-100	114	#	0	2	#	0
Percentage of Tested Scoring 55-100	97%	#	0%	83%	#	0%
Percentage of Tested Scoring 65-100	94%	#	0%	83%	#	0%
Percentage of Tested Scoring 85-100	54%	#	0%	33%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	31	100%	34	100%	115	100%
Students with Disabilities	13	100%	18	100%	12	100%

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	309	0%	1%	37%	62%
	Students with Disabilities	53	8%	8%	74%	11%
	All Students	362	1%	2%	43%	54%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	300	0%	16%	61%	23%
	Students with Disabilities	48	10%	54%	33%	2%
	All Students	348	1%	21%	57%	20%

(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	3	0	#	#	#	#
Middle Level						
Social Studies	1	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	227	227	227	49	49	49	276	276	276
Number Scoring 55–64	0	0	3	2	1	1	2	1	4
Number Scoring 65–84	65	46	80	31	23	30	96	69	110
Number Scoring 85–100	155	176	139	9	22	9	164	198	148
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
Listening and Speaking (Grade K-1)						
Number Tested			17			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			5			0
Proficient (37-39)			8			0
Reading and Writing (Grade K-1)						
Number Tested			17			0
Beginning (0-14)			2			0
Intermediate (15-24)			2			0
Advanced (25-32)			10			0
Proficient (33-35)			3			0
Listening and Speaking (Grade 2-4)						
Number Tested			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			6			0
Proficient (37-39)			4			0
Reading and Writing (Grade 2-4)						
Number Tested			10			0
Beginning (0-14)			2			0
Intermediate (15-24)			5			0
Advanced (25-32)			2			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 5-6)						
Number Tested			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			4			0
Proficient (37-39)			3			0
Reading and Writing (Grade 5-6)						
Number Tested			7			0
Beginning (0-14)			0			0
Intermediate (15-24)			4			0
Advanced (25-32)			3			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
Listening and Speaking (Grade 7-8)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			13			0
Beginning (0-18)			2			0
Intermediate (19-31)			6			0
Advanced (32-36)			5			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			14			0
Beginning (0-14)			4			0
Intermediate (15-24)			9			0
Advanced (25-32)			1			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 - L)