

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-05-03-0000

Name: Levittown Union Free School District

Superintendent: Dr. Herman A. Sirois

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	576	571	544
First	651	587	597
Second	643	654	596
Third	607	647	667
Fourth	635	606	652
Fifth	667	639	611
Sixth	621	668	661
Ungraded Elementary	210	190	81
Seventh	569	623	693
Eighth	552	559	658
Ninth	486	526	523
Tenth	478	500	524
Eleventh	472	499	479
Twelfth	473	458	474
Ungraded Secondary	206	182	255
Total K-12 Enrollment	7846	7909	8015

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	253	3.2%	286	3.6%	306	3.8%
Black (Not Hispanic)	49	0.6%	48	0.6%	48	0.6%
Hispanic	368	4.7%	414	5.2%	457	5.7%
White (Not Hispanic)	7176	91.5%	7161	90.5%	7204	89.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	18	20
Common Branch	22	22	21
English Grade 8	23	22	24
Mathematics Grade 8	23	21	23
Science Grade 8	23	22	25
Social Studies Grade 8	23	22	24
English Grade 10	23	22	22
Mathematics Grade 10	20	17	19
Science Grade 10	22	20	21
Social Studies Grade 10	24	21	22

(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	129	1.6%	114	1.4%	102	1.3%
Eligible for Free Lunch	244	3.3%	301	4.1%	241	3.2%

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		95.6%		95.5%		95.6%
Student Suspensions	223	2.9%	242	3.1%	222	2.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.7%	3.7%	2.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	609
Total Other Professional Staff	119
Total Paraprofessionals	134
Teaching Out of Certification*	41
Teachers with Temporary Licenses	4

*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	433	332	77%	432	345	80%	458	365	80%
Students with Disabilities	37	5	14%	23	0	0%	29	8	28%
All Students	470	337	72%	455	345	76%	487	373	77%

*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	270	156	7	3	25	26
Percent	55%	32%	1%	1%	5%	5%

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)
29	8	6	35

*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		2	
	Entered GED Program*			0		1	
	Total Noncompleters			1		3	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		2	
	Total Noncompleters			1		2	
All Students	Dropped Out	4	0.2%	2	0.1%	2	0.1%
	Entered GED Program*	35	1.8%	0	0.0%	3	0.1%
	Total Noncompleters	39	2.0%	2	0.1%	5	0.2%

*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		41	108
	Number of Students with Disabilities		9	12
	Number of All Students		50	120
	Percent of Enrollment		4%	9%
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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	50	88%	29	97%	55	95%
German	0	0%	0	0%	0	0%
Italian	94	97%	92	100%	98	100%
Latin	0	0%	0	0%	0	0%
Spanish	345	97%	348	99%	365	99%

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	1	#	7	100%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	8	62%	14	93%	12	100%

(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	1	#	13	85%	22	95%
Science	1	#	7	57%	17	47%
Reading	0	0%	2	#	11	55%
Writing	0	0%	1	#	1	#
Global Studies	1	#	12	67%	10	40%
U.S. Hist & Gov't	11	64%	6	83%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	28	86%	5	100%	12	92%
Science	33	58%	4	#	13	54%
Reading	7	100%	3	#	9	100%
Writing	8	62%	5	100%	6	83%
Global Studies	19	74%	10	60%	18	50%
U.S. Hist & Gov't	28	61%	8	100%	5	60%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	477	474	500	22	16	18
Number Scoring 55–100	474	459	475	20	15	12
Number Scoring 65–100	454	432	450	16	11	9
Number Scoring 85–100	233	259	236	3	1	1
Percentage of Tested Scoring 55–100	99%	97%	95%	91%	94%	67%
Percentage of Tested Scoring 65–100	95%	91%	90%	73%	69%	50%
Percentage of Tested Scoring 85–100	49%	55%	47%	14%	6%	6%
Mathematics A						
Number Tested	0	5	546	0	0	19
Number Scoring 55–100	0	3	518	0	0	14
Number Scoring 65–100	0	2	488	0	0	13
Number Scoring 85–100	0	1	207	0	0	2
Percentage of Tested Scoring 55–100	0%	60%	95%	0%	0%	74%
Percentage of Tested Scoring 65–100	0%	40%	89%	0%	0%	68%
Percentage of Tested Scoring 85–100	0%	20%	38%	0%	0%	11%
Mathematics B (first administered June 2001)						
Number Tested	0	0	53	0	0	0
Number Scoring 55–100	0	0	53	0	0	0
Number Scoring 65–100	0	0	53	0	0	0
Number Scoring 85–100	0	0	19	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	36%	0%	0%	0%
Global History and Geography						
Number Tested	516	436	559	52	13	16
Number Scoring 55–100	511	415	526	51	12	11
Number Scoring 65–100	491	375	504	47	5	6
Number Scoring 85–100	252	119	266	3	0	1
Percentage of Tested Scoring 55–100	99%	95%	94%	98%	92%	69%
Percentage of Tested Scoring 65–100	95%	86%	90%	90%	38%	38%
Percentage of Tested Scoring 85–100	49%	27%	48%	6%	0%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	459	541	494	29	21	19
Number Scoring 55–100	445	514	486	23	17	15
Number Scoring 65–100	417	483	468	20	17	13
Number Scoring 85–100	239	215	253	4	0	0
Percentage of Tested Scoring 55–100	97%	95%	98%	79%	81%	79%
Percentage of Tested Scoring 65–100	91%	89%	95%	69%	81%	68%
Percentage of Tested Scoring 85–100	52%	40%	51%	14%	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	500	426	536	48	18	13
Number Scoring 55–100	496	413	528	47	18	13
Number Scoring 65–100	482	406	515	46	14	12
Number Scoring 85–100	145	139	218	1	1	1
Percentage of Tested Scoring 55–100	99%	97%	99%	98%	100%	100%
Percentage of Tested Scoring 65–100	96%	95%	96%	96%	78%	92%
Percentage of Tested Scoring 85–100	29%	33%	41%	2%	6%	8%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	489	417	593	46	9	24
Number Scoring 55–100	462	406	532	38	9	17
Number Scoring 65–100	438	382	508	30	6	15
Number Scoring 85–100	202	199	234	5	2	5
Percentage of Tested Scoring 55–100	94%	97%	90%	83%	100%	71%
Percentage of Tested Scoring 65–100	90%	92%	86%	65%	67%	62%
Percentage of Tested Scoring 85–100	41%	48%	39%	11%	22%	21%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		95	382		1	1
Number Scoring 55–100		83	358		#	#
Number Scoring 65–100		63	287		#	#
Number Scoring 85–100		3	48		#	#
Percentage of Tested Scoring 55–100		87%	94%		#	#
Percentage of Tested Scoring 65–100		66%	75%		#	#
Percentage of Tested Scoring 85–100		3%	13%		#	#
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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	36	22	43	0	0	0
Number Scoring 55–100	36	21	42	0	0	0
Number Scoring 65–100	36	20	41	0	0	0
Number Scoring 85–100	11	12	20	0	0	0
Percentage of Tested Scoring 55–100	100%	95%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	91%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	55%	47%	0%	0%	0%
Comprehensive Italian						
Number Tested	86	78	82	3	0	0
Number Scoring 55–100	85	75	80	#	0	0
Number Scoring 65–100	82	72	76	#	0	0
Number Scoring 85–100	37	25	37	#	0	0
Percentage of Tested Scoring 55–100	99%	96%	98%	#	0%	0%
Percentage of Tested Scoring 65–100	95%	92%	93%	#	0%	0%
Percentage of Tested Scoring 85–100	43%	32%	45%	#	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	314	296	320	10	1	0
Number Scoring 55–100	306	292	309	9	#	0
Number Scoring 65–100	293	280	304	8	#	0
Number Scoring 85–100	163	148	192	2	#	0
Percentage of Tested Scoring 55–100	97%	99%	97%	90%	#	0%
Percentage of Tested Scoring 65–100	93%	95%	95%	80%	#	0%
Percentage of Tested Scoring 85–100	52%	50%	60%	20%	#	0%
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	572	517	48	45	16	5
Number Scoring 55–100	501	442	30	28	8	1
Number Scoring 65–100	478	393	18	26	6	1
Number Scoring 85–100	250	170	2	7	1	0
Percentage of Tested Scoring 55–100	88%	85%	62%	62%	50%	20%
Percentage of Tested Scoring 65–100	84%	76%	38%	58%	38%	20%
Percentage of Tested Scoring 85–100	44%	33%	4%	16%	6%	0%
Sequential Mathematics, Course III						
Number Tested	433	461	411	9	6	1
Number Scoring 55–100	337	397	335	5	3	#
Number Scoring 65–100	299	366	292	5	3	#
Number Scoring 85–100	104	178	112	2	2	#
Percentage of Tested Scoring 55–100	78%	86%	82%	56%	50%	#
Percentage of Tested Scoring 65–100	69%	79%	71%	56%	50%	#
Percentage of Tested Scoring 85–100	24%	39%	27%	22%	33%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	36	100%	43	95%	58	66%
Students with Disabilities	24	100%	16	100%	15	53%

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	542	0%	1%	61%	38%
	Students with Disabilities	74	7%	9%	73%	11%
	All Students	616	1%	2%	62%	35%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	556	0%	5%	71%	23%
	Students with Disabilities	88	0%	26%	69%	5%
	All Students	644	0%	8%	71%	21%

(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	1	0	#	#	#	#
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	1	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	490	490	490	33	33	33	523	523	523
Number Scoring 55–64	9	21	9	5	0	0	14	21	9
Number Scoring 65–84	227	244	255	21	18	26	248	262	281
Number Scoring 85–100	204	186	205	0	0	1	204	186	206
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)