

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-01-04-03-0000

Name: Lindenhurst Union Free School District

Superintendent: Neil Lederer

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	582	541	532
First	631	579	531
Second	590	609	563
Third	623	579	600
Fourth	597	626	580
Fifth	589	595	615
Sixth	603	588	599
Ungraded Elementary	120	125	126
Seventh	627	601	597
Eighth	525	614	578
Ninth	513	521	617
Tenth	520	523	525
Eleventh	492	503	508
Twelfth	408	476	482
Ungraded Secondary	151	142	148
Total K-12 Enrollment	7571	7622	7601

## 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	142	1.9%	141	1.8%	157	2.1%
Black (Not Hispanic)	122	1.6%	151	2.0%	141	1.9%
Hispanic	568	7.5%	535	7.0%	628	8.3%
White (Not Hispanic)	6739	89.0%	6795	89.1%	6675	87.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	24	23	23
Common Branch	24	23	23
English Grade 8	25	22	21
Mathematics Grade 8	23	24	23
Science Grade 8	25	25	23
Social Studies Grade 8	26	25	22
English Grade 10	25	24	24
Mathematics Grade 10	25	23	25
Science Grade 10	22	26	20
Social Studies Grade 10	27	24	23

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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	199	2.6%	225	2.9%	192	2.5%
Eligible for Free Lunch	523	6.9%	513	6.7%	563	7.4%

### 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		94.4%		94.4%		94.2%
Student Suspensions	158	2.1%	158	2.1%	189	2.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.6%	4.4%	4.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	548
Total Other Professional Staff	67
Total Paraprofessionals	141
Teaching Out of Certification*	11
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	359	179	50%	377	256	68%	418	299	72%
Students with Disabilities	29	3	10%	42	4	10%	36	14	39%
All Students	388	182	47%	419	260	62%	454	313	69%

\*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	332	95	0	4	23	0
Percent	73%	21%	0%	1%	5%	0%

## 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)
36	14	14	50

\*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			2		115	
	Entered GED Program*			0		12	
	Total Noncompleters			2		127	
Students with Disabilities	Dropped Out			1		23	
	Entered GED Program*			0		9	
	Total Noncompleters			1		32	
All Students	Dropped Out	33	1.6%	3	0.1%	138	6.2%
	Entered GED Program*	20	1.0%	0	0.0%	21	0.9%
	Total Noncompleters	53	2.6%	3	0.1%	159	7.1%

\*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		32%	9%
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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
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	127
	Number of Students with Disabilities		0	8
	Number of All Students		0	135
	Percent of Enrollment		0%	6%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	55	100%	64	100%	72	100%
German	58	90%	64	91%	45	93%
Italian	88	97%	87	100%	114	94%
Latin	0	0%	0	0%	0	0%
Spanish	210	95%	235	100%	214	97%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	2	#
German	6	50%	4	#	3	#
Italian	2	#	3	#	3	#
Latin	0	0%	0	0%	0	0%
Spanish	13	54%	10	100%	11	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	4	#	13	69%	7	71%
Science	22	82%	4	#	4	#
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	3	#
Global Studies	9	56%	1	#	2	#
U.S. Hist & Gov't	36	61%	0	0%	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	121	59%	62	52%	54	59%
Science	98	49%	69	41%	58	33%
Reading	31	81%	18	61%	55	76%
Writing	42	62%	26	46%	44	68%
Global Studies	28	29%	33	36%	24	0%
U.S. Hist & Gov't	20	55%	11	55%	27	19%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	506	479	376	46	53	58
Number Scoring 55–100	484	441	328	37	38	30
Number Scoring 65–100	450	404	296	29	27	25
Number Scoring 85–100	121	178	77	2	4	1
Percentage of Tested Scoring 55–100	96%	92%	87%	80%	72%	52%
Percentage of Tested Scoring 65–100	89%	84%	79%	63%	51%	43%
Percentage of Tested Scoring 85–100	24%	37%	20%	4%	8%	2%
<b>Mathematics A</b>						
Number Tested	423	619	736	6	90	72
Number Scoring 55–100	332	407	597	0	21	41
Number Scoring 65–100	274	286	489	0	9	32
Number Scoring 85–100	92	69	128	0	0	4
Percentage of Tested Scoring 55–100	78%	66%	81%	0%	23%	57%
Percentage of Tested Scoring 65–100	65%	46%	66%	0%	10%	44%
Percentage of Tested Scoring 85–100	22%	11%	17%	0%	0%	6%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	259	245	0	1	4
Number Scoring 55–100	0	236	228	0	#	#
Number Scoring 65–100	0	202	191	0	#	#
Number Scoring 85–100	0	41	37	0	#	#
Percentage of Tested Scoring 55–100	0%	91%	93%	0%	#	#
Percentage of Tested Scoring 65–100	0%	78%	78%	0%	#	#
Percentage of Tested Scoring 85–100	0%	16%	15%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	549	481	508	61	59	51
Number Scoring 55–100	517	453	468	44	40	36
Number Scoring 65–100	483	429	433	36	33	28
Number Scoring 85–100	160	153	224	4	2	5
Percentage of Tested Scoring 55–100	94%	94%	92%	72%	68%	71%
Percentage of Tested Scoring 65–100	88%	89%	85%	59%	56%	55%
Percentage of Tested Scoring 85–100	29%	32%	44%	7%	3%	10%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	479	479	500	39	47	48
Number Scoring 55–100	447	448	485	29	35	46
Number Scoring 65–100	406	404	459	22	23	42
Number Scoring 85–100	168	129	249	3	0	10
Percentage of Tested Scoring 55–100	93%	94%	97%	74%	74%	96%
Percentage of Tested Scoring 65–100	85%	84%	92%	56%	49%	88%
Percentage of Tested Scoring 85–100	35%	27%	50%	8%	0%	21%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	397	532	457	6	74	39
Number Scoring 55–100	397	518	435	6	65	34
Number Scoring 65–100	382	489	406	5	53	26
Number Scoring 85–100	81	110	115	0	2	1
Percentage of Tested Scoring 55–100	100%	97%	95%	100%	88%	87%
Percentage of Tested Scoring 65–100	96%	92%	89%	83%	72%	67%
Percentage of Tested Scoring 85–100	20%	21%	25%	0%	3%	3%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	407	342	469	21	6	5
Number Scoring 55–100	369	339	453	17	5	4
Number Scoring 65–100	339	325	443	10	5	4
Number Scoring 85–100	125	152	220	1	0	2
Percentage of Tested Scoring 55–100	91%	99%	97%	81%	83%	80%
Percentage of Tested Scoring 65–100	83%	95%	94%	48%	83%	80%
Percentage of Tested Scoring 85–100	31%	44%	47%	5%	0%	40%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		305	307		1	5
Number Scoring 55–100		282	293		#	4
Number Scoring 65–100		181	235		#	4
Number Scoring 85–100		26	42		#	1
Percentage of Tested Scoring 55–100		92%	95%		#	80%
Percentage of Tested Scoring 65–100		59%	77%		#	80%
Percentage of Tested Scoring 85–100		9%	14%		#	20%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	51	49	55	0	0	0
Number Scoring 55–100	50	48	54	0	0	0
Number Scoring 65–100	49	45	54	0	0	0
Number Scoring 85–100	28	20	30	0	0	0
Percentage of Tested Scoring 55–100	98%	98%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	92%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	41%	55%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	70	78	79	2	2	0
Number Scoring 55–100	70	78	79	#	#	0
Number Scoring 65–100	70	76	79	#	#	0
Number Scoring 85–100	54	39	58	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	#	#	0%
Percentage of Tested Scoring 85–100	77%	50%	73%	#	#	0%
<b>Comprehensive German</b>						
Number Tested	45	39	50	0	0	1
Number Scoring 55–100	45	39	50	0	0	#
Number Scoring 65–100	45	38	50	0	0	#
Number Scoring 85–100	16	13	26	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	36%	33%	52%	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	165	184	191	1	3	7
Number Scoring 55–100	165	181	190	#	#	7
Number Scoring 65–100	164	181	188	#	#	7
Number Scoring 85–100	102	111	108	#	#	2
Percentage of Tested Scoring 55–100	100%	98%	99%	#	#	100%
Percentage of Tested Scoring 65–100	99%	98%	98%	#	#	100%
Percentage of Tested Scoring 85–100	62%	60%	57%	#	#	29%
<b>Comprehensive Latin</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%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	240	21	2	19	2	0
Number Scoring 55–100	170	6	#	10	#	0
Number Scoring 65–100	112	4	#	5	#	0
Number Scoring 85–100	11	0	#	1	#	0
Percentage of Tested Scoring 55–100	71%	29%	#	53%	#	0%
Percentage of Tested Scoring 65–100	47%	19%	#	26%	#	0%
Percentage of Tested Scoring 85–100	5%	0%	#	5%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	291	42	2	6	3	0
Number Scoring 55–100	243	29	#	3	#	0
Number Scoring 65–100	221	25	#	2	#	0
Number Scoring 85–100	85	8	#	0	#	0
Percentage of Tested Scoring 55–100	84%	69%	#	50%	#	0%
Percentage of Tested Scoring 65–100	76%	60%	#	33%	#	0%
Percentage of Tested Scoring 85–100	29%	19%	#	0%	#	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	132	94%	122	91%	105	90%
Students with Disabilities	32	66%	35	83%	22	91%

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
<b>Nov 2002</b>	General-Education Students	529	1%	3%	71%	25%
	Students with Disabilities	100	12%	19%	63%	6%
	All Students	629	3%	6%	70%	22%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	505	1%	19%	70%	11%
	Students with Disabilities	77	16%	69%	16%	0%
	All Students	582	3%	25%	63%	9%

(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
<b>Elementary Level</b>						
Social Studies	3	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

## 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	442	442	442	56	56	56	498	498	498
Number Scoring 55–64	15	26	13	5	8	10	20	34	23
Number Scoring 65–84	244	251	271	31	23	22	275	274	293
Number Scoring 85–100	155	131	125	4	0	1	159	131	126
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)