

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-12-06-0005
 Name: Longwood High School
 Principal: Leonard Bozza

Grade Range : 9-12

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	104	818	858
Tenth	725	743	722
Eleventh	604	655	611
Twelfth	595	563	675
Ungraded Secondary	117	223	228
Total K-12 Enrollment	2145	3002	3094

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	77	3.6%	119	4.0%	136	4.4%
Black (Not Hispanic)	369	17.2%	634	21.1%	651	21.0%
Hispanic	265	12.4%	320	10.7%	343	11.1%
White (Not Hispanic)	1434	66.9%	1929	64.3%	1964	63.5%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	27	26	25
Mathematics Grade 10	25	24	22
Science Grade 10	21	22	22
Social Studies Grade 10	25	25	26

(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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	24	1.1%	47	1.6%	50	1.6%
Eligible for Free Lunch	155	7.2%	301	10.0%	321	10.4%

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		90.1%		90.9%		92.1%
Student Suspensions	288	13.8%	291	13.6%	406	13.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.1%	4.6%	4.1%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	96%	92%	95%

Staff Counts

Staff	2002–2003
Total Teachers	210
Total Other Professional Staff	28
Total Paraprofessionals	NA
Teaching Out of Certification*	8
Teachers with Temporary Licenses	3

*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	513	207	40%	470	219	47%	603	304	50%
Students with Disabilities	61	1	2%	41	2	5%	7	0	0%
All Students	574	208	36%	511	221	43%	610	304	50%

*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	255	233	10	7	43	62
Percent	42%	38%	2%	1%	7%	10%

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)
7	0	5	12

*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			44		51	
	Entered GED Program*			14		19	
	Total Noncompleters			58		70	
Students with Disabilities	Dropped Out			9		2	
	Entered GED Program*			1		1	
	Total Noncompleters			10		3	
All Students	Dropped Out	30	1.4%	53	1.8%	53	1.7%
	Entered GED Program*	10	0.5%	15	0.5%	20	0.6%
	Total Noncompleters	40	1.9%	68	2.3%	73	2.4%

*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		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		2150	2866
	Number of Students with Disabilities		426	0
	Number of All Students		2576	2866
	Percent of Enrollment		86%	93%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	28	64%	20	90%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	104	45%	112	87%

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	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	8	50%	2	#

(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	5	40%	5	100%	72	93%
Science	21	76%	15	73%	28	57%
Reading	0	0%	1	#	24	100%
Writing	0	0%	1	#	24	96%
Global Studies	5	40%	4	#	66	47%
U.S. Hist & Gov't	21	67%	5	100%	45	76%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	33	82%	35	100%	6	100%
Science	21	67%	28	50%	2	#
Reading	24	67%	15	67%	4	#
Writing	23	87%	12	100%	3	#
Global Studies	16	44%	41	46%	4	#
U.S. Hist & Gov't	31	74%	35	57%	6	83%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	583	647	671	75	73	3
Number Scoring 55–100	543	591	652	54	42	#
Number Scoring 65–100	490	504	633	36	24	#
Number Scoring 85–100	156	182	386	6	0	#
Percentage of Tested Scoring 55–100	93%	91%	97%	72%	58%	#
Percentage of Tested Scoring 65–100	84%	78%	94%	48%	33%	#
Percentage of Tested Scoring 85–100	27%	28%	58%	8%	0%	#
Mathematics A						
Number Tested	357	503	875	40	82	5
Number Scoring 55–100	273	317	714	18	28	0
Number Scoring 65–100	170	155	527	8	19	0
Number Scoring 85–100	14	6	65	1	2	0
Percentage of Tested Scoring 55–100	76%	63%	82%	45%	34%	0%
Percentage of Tested Scoring 65–100	48%	31%	60%	20%	23%	0%
Percentage of Tested Scoring 85–100	4%	1%	7%	3%	2%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	148	0	0	0
Number Scoring 55–100	0	0	131	0	0	0
Number Scoring 65–100	0	0	100	0	0	0
Number Scoring 85–100	0	0	13	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	89%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	68%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	9%	0%	0%	0%
Global History and Geography						
Number Tested	654	680	749	83	92	0
Number Scoring 55–100	630	605	634	70	63	0
Number Scoring 65–100	553	518	560	41	40	0
Number Scoring 85–100	163	113	219	0	1	0
Percentage of Tested Scoring 55–100	96%	89%	85%	84%	68%	0%
Percentage of Tested Scoring 65–100	85%	76%	75%	49%	43%	0%
Percentage of Tested Scoring 85–100	25%	17%	29%	0%	1%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	584	684	703	63	77	5
Number Scoring 55–100	486	623	673	32	44	5
Number Scoring 65–100	416	517	620	17	29	4
Number Scoring 85–100	178	150	229	2	3	0
Percentage of Tested Scoring 55–100	83%	91%	96%	51%	57%	100%
Percentage of Tested Scoring 65–100	71%	76%	88%	27%	38%	80%
Percentage of Tested Scoring 85–100	30%	22%	33%	3%	4%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	503	655	669	65	94	6
Number Scoring 55–100	458	636	629	48	84	4
Number Scoring 65–100	415	596	556	33	67	3
Number Scoring 85–100	47	119	126	1	0	1
Percentage of Tested Scoring 55–100	91%	97%	94%	74%	89%	67%
Percentage of Tested Scoring 65–100	83%	91%	83%	51%	71%	50%
Percentage of Tested Scoring 85–100	9%	18%	19%	2%	0%	17%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	58	527	643	10	27	39
Number Scoring 55–100	31	464	549	4	19	32
Number Scoring 65–100	22	387	459	2	11	23
Number Scoring 85–100	0	106	135	0	1	1
Percentage of Tested Scoring 55–100	53%	88%	85%	40%	70%	82%
Percentage of Tested Scoring 65–100	38%	73%	71%	20%	41%	59%
Percentage of Tested Scoring 85–100	0%	20%	21%	0%	4%	3%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		344	428		7	0
Number Scoring 55–100		324	384		7	0
Number Scoring 65–100		244	276		2	0
Number Scoring 85–100		35	41		0	0
Percentage of Tested Scoring 55–100		94%	90%		100%	0%
Percentage of Tested Scoring 65–100		71%	64%		29%	0%
Percentage of Tested Scoring 85–100		10%	10%		0%	0%
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	48	42	53	1	0	0
Number Scoring 55–100	48	40	53	#	0	0
Number Scoring 65–100	46	37	53	#	0	0
Number Scoring 85–100	18	14	26	#	0	0
Percentage of Tested Scoring 55–100	100%	95%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	96%	88%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	38%	33%	49%	#	0%	0%
Comprehensive Italian						
Number Tested	79	70	87	1	2	0
Number Scoring 55–100	79	63	85	#	#	0
Number Scoring 65–100	75	54	84	#	#	0
Number Scoring 85–100	32	21	46	#	#	0
Percentage of Tested Scoring 55–100	100%	90%	98%	#	#	0%
Percentage of Tested Scoring 65–100	95%	77%	97%	#	#	0%
Percentage of Tested Scoring 85–100	41%	30%	53%	#	#	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	288	343	331	1	5	1
Number Scoring 55–100	278	310	307	#	5	#
Number Scoring 65–100	258	287	283	#	3	#
Number Scoring 85–100	101	115	136	#	2	#
Percentage of Tested Scoring 55–100	97%	90%	93%	#	100%	#
Percentage of Tested Scoring 65–100	90%	84%	85%	#	60%	#
Percentage of Tested Scoring 85–100	35%	34%	41%	#	40%	#
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	229	45	3	16	1	0
Number Scoring 55–100	114	15	#	6	#	0
Number Scoring 65–100	80	7	#	2	#	0
Number Scoring 85–100	15	0	#	0	#	0
Percentage of Tested Scoring 55–100	50%	33%	#	38%	#	0%
Percentage of Tested Scoring 65–100	35%	16%	#	12%	#	0%
Percentage of Tested Scoring 85–100	7%	0%	#	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	217	259	59	5	3	0
Number Scoring 55–100	181	201	34	3	#	0
Number Scoring 65–100	155	166	22	2	#	0
Number Scoring 85–100	60	74	4	1	#	0
Percentage of Tested Scoring 55–100	83%	78%	58%	60%	#	0%
Percentage of Tested Scoring 65–100	71%	64%	37%	40%	#	0%
Percentage of Tested Scoring 85–100	28%	29%	7%	20%	#	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	63	100%	16	94%	828	87%
Students with Disabilities	13	92%	7	100%	93	51%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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	654	654	654	5	5	5	659	659	659
Number Scoring 55–64	58	77	47	1	0	0	59	77	47
Number Scoring 65–84	371	350	390	1	1	1	372	351	391
Number Scoring 85–100	174	151	164	0	0	0	174	151	164
Approved Alternatives	4	0	0	0	0	0	4	0	0

(Form – K)