

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-01-04-03-0010
 Name: Lindenhurst Senior High School
 Principal: Daniel Giordano

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	521	617	628
Tenth	523	525	646
Eleventh	503	508	534
Twelfth	476	482	513
Ungraded Secondary	87	96	100
Total K-12 Enrollment	2110	2228	2421

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	20	0.9%	32	1.4%	39	1.6%
Black (Not Hispanic)	21	1.0%	36	1.6%	31	1.3%
Hispanic	124	5.9%	184	8.3%	179	7.4%
White (Not Hispanic)	1945	92.2%	1976	88.7%	2172	89.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	24	24	23
Mathematics Grade 10	23	25	24
Science Grade 10	26	21	25
Social Studies Grade 10	24	23	24

(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
49	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 lower 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	63	3.0%	45	2.0%	40	1.7%
Eligible for Free Lunch	96	4.6%	100	4.5%	157	6.5%

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		90.0%		91.4%		91.1%
Student Suspensions	95	4.7%	99	4.7%	93	4.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.7%	3.1%	5.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	82%	100%	93%

Staff Counts

Staff	2003-04
Total Teachers	159
Total Other Professional Staff	19
Total Paraprofessionals	NA
Teaching Out of Certification*	6

*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	377	256	68%	416	299	72%	411	300	73%
Students with Disabilities	42	4	10%	36	14	39%	62	15	24%
All Students	419	260	62%	452	313	69%	473	315	67%

*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	293	100	0	4	76	0
Percent	62%	21%	0%	1%	16%	0%

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)
62	15	3	65

*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	2		114		41	2.1%
	Entered GED Program*	0		12		13	0.7%
	Total Noncompleters	2		126		54	2.7%
Students with Disabilities	Dropped Out	1		23		12	3.9%
	Entered GED Program*	0		9		6	1.9%
	Total Noncompleters	1		32		18	5.8%
All Students	Dropped Out	3	0.1%	137	6.1%	53	2.3%
	Entered GED Program*	0	0.0%	21	0.9%	19	0.8%
	Total Noncompleters	3	0.1%	158	7.1%	72	3.2%

*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	0	127	50
	Number of Students with Disabilities	0	8	10
	Number of All Students	0	135	60
	Percent of Enrollment	0%	6%	2%

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	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%	0	0%	3	#

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	0	0%	0	0%	55	2%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	69%	6	67%	8	100%
Science	4	#	1	#	1	#
Reading	1	#	0	0%	2	#
Writing	1	#	1	#	1	#
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	0	0%	2	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	62	52%	54	59%	70	100%
Science	69	41%	57	32%	1	#
Reading	18	61%	55	76%	18	83%
Writing	26	46%	44	68%	13	77%
Global Studies	33	36%	24	0%	17	100%
U.S. Hist & Gov't	11	55%	27	19%	21	95%

(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	479	373	522	53	57	51
Number Scoring 55-100	441	327	495	38	30	40
Number Scoring 65-100	404	295	458	27	25	31
Number Scoring 85-100	178	77	210	4	1	3
Percentage of Tested Scoring 55-100	92%	88%	95%	72%	53%	78%
Percentage of Tested Scoring 65-100	84%	79%	88%	51%	44%	61%
Percentage of Tested Scoring 85-100	37%	21%	40%	8%	2%	6%
Mathematics A						
Number Tested	619	734	678	90	71	60
Number Scoring 55-100	407	597	656	21	41	49
Number Scoring 65-100	286	489	626	9	32	41
Number Scoring 85-100	69	128	287	0	4	4
Percentage of Tested Scoring 55-100	66%	81%	97%	23%	58%	82%
Percentage of Tested Scoring 65-100	46%	67%	92%	10%	45%	68%
Percentage of Tested Scoring 85-100	11%	17%	42%	0%	6%	7%
Mathematics B						
Number Tested	259	245	219	1	4	3
Number Scoring 55-100	236	228	204	#	#	#
Number Scoring 65-100	202	191	189	#	#	#
Number Scoring 85-100	41	37	55	#	#	#
Percentage of Tested Scoring 55-100	91%	93%	93%	#	#	#
Percentage of Tested Scoring 65-100	78%	78%	86%	#	#	#
Percentage of Tested Scoring 85-100	16%	15%	25%	#	#	#
Global History and Geography						
Number Tested	481	507	611	59	50	61
Number Scoring 55-100	453	467	588	40	35	54
Number Scoring 65-100	429	433	572	33	28	52
Number Scoring 85-100	153	224	313	2	5	7
Percentage of Tested Scoring 55-100	94%	92%	96%	68%	70%	89%
Percentage of Tested Scoring 65-100	89%	85%	94%	56%	56%	85%
Percentage of Tested Scoring 85-100	32%	44%	51%	3%	10%	11%
U.S. History and Government						
Number Tested	479	499	506	47	48	46
Number Scoring 55-100	448	484	492	35	46	39
Number Scoring 65-100	404	459	468	23	42	31
Number Scoring 85-100	129	249	272	0	10	8
Percentage of Tested Scoring 55-100	94%	97%	97%	74%	96%	85%
Percentage of Tested Scoring 65-100	84%	92%	92%	49%	88%	67%
Percentage of Tested Scoring 85-100	27%	50%	54%	0%	21%	17%

(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	532	455	617	74	39	58
Number Scoring 55-100	518	433	588	65	34	49
Number Scoring 65-100	489	406	532	53	26	39
Number Scoring 85-100	110	115	149	2	1	2
Percentage of Tested Scoring 55-100	97%	95%	95%	88%	87%	84%
Percentage of Tested Scoring 65-100	92%	89%	86%	72%	67%	67%
Percentage of Tested Scoring 85-100	21%	25%	24%	3%	3%	3%
Physical Setting/Earth Science						
Number Tested	247	360	391	6	5	23
Number Scoring 55-100	244	344	368	5	4	19
Number Scoring 65-100	230	334	323	5	4	12
Number Scoring 85-100	71	138	63	0	2	1
Percentage of Tested Scoring 55-100	99%	96%	94%	83%	80%	83%
Percentage of Tested Scoring 65-100	93%	93%	83%	83%	80%	52%
Percentage of Tested Scoring 85-100	29%	38%	16%	0%	40%	4%
Physical Setting/Chemistry						
Number Tested	305	307	249	1	5	2
Number Scoring 55-100	282	293	239	#	4	#
Number Scoring 65-100	181	235	216	#	4	#
Number Scoring 85-100	26	42	46	#	1	#
Percentage of Tested Scoring 55-100	92%	95%	96%	#	80%	#
Percentage of Tested Scoring 65-100	59%	77%	87%	#	80%	#
Percentage of Tested Scoring 85-100	9%	14%	18%	#	20%	#
Physical Setting/Physics						
Number Tested			56			1
Number Scoring 55-100			53			#
Number Scoring 65-100			48			#
Number Scoring 85-100			10			#
Percentage of Tested Scoring 55-100			95%			#
Percentage of Tested Scoring 65-100			86%			#
Percentage of Tested Scoring 85-100			18%			#

* 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	49	55	55	0	0	0
Number Scoring 55-100	48	54	54	0	0	0
Number Scoring 65-100	45	54	52	0	0	0
Number Scoring 85-100	20	30	33	0	0	0
Percentage of Tested Scoring 55-100	98%	98%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	98%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	41%	55%	60%	0%	0%	0%
Comprehensive Italian						
Number Tested	78	79	79	2	0	2
Number Scoring 55-100	78	79	79	#	0	#
Number Scoring 65-100	76	79	78	#	0	#
Number Scoring 85-100	39	58	69	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	97%	100%	99%	#	0%	#
Percentage of Tested Scoring 85-100	50%	73%	87%	#	0%	#
Comprehensive German						
Number Tested	39	50	49	0	1	0
Number Scoring 55-100	39	50	48	0	#	0
Number Scoring 65-100	38	50	47	0	#	0
Number Scoring 85-100	13	26	16	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	#	0%
Percentage of Tested Scoring 65-100	97%	100%	96%	0%	#	0%
Percentage of Tested Scoring 85-100	33%	52%	33%	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	184	190	243	3	6	6
Number Scoring 55-100	181	189	239	#	6	6
Number Scoring 65-100	181	187	239	#	6	6
Number Scoring 85-100	111	108	143	#	2	2
Percentage of Tested Scoring 55-100	98%	99%	98%	#	100%	100%
Percentage of Tested Scoring 65-100	98%	98%	98%	#	100%	100%
Percentage of Tested Scoring 85-100	60%	57%	59%	#	33%	33%
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	42	2	0	3	0	0
Number Scoring 55-100	29	#	0	#	0	0
Number Scoring 65-100	25	#	0	#	0	0
Number Scoring 85-100	8	#	0	#	0	0
Percentage of Tested Scoring 55-100	69%	#	0%	#	0%	0%
Percentage of Tested Scoring 65-100	60%	#	0%	#	0%	0%
Percentage of Tested Scoring 85-100	19%	#	0%	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	122	91%	105	90%	14	100%
Students with Disabilities	35	83%	22	91%	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	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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

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	417	417	417	76	76	76	493	493	493
Number Scoring 55–64	14	9	11	10	7	11	24	16	22
Number Scoring 65–84	231	165	223	37	31	45	268	196	268
Number Scoring 85–100	148	225	160	2	10	3	150	235	163
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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			47			0
Beginning (0-18)			5			0
Intermediate (19-31)			9			0
Advanced (32-36)			7			0
Proficient (37-39)			26			0
Reading and Writing (Grade 9-12)						
Number Tested			47			0
Beginning (0-14)			5			0
Intermediate (15-24)			4			0
Advanced (25-32)			16			0
Proficient (33-35)			22			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)