

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-02-12-06-0000
 Name: Longwood Central School District
 Superintendent: Candee A. Swenson

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	590	683	672
First	716	642	685
Second	766	696	636
Third	720	739	687
Fourth	727	694	715
Fifth	780	711	693
Sixth	728	772	700
Ungraded Elementary	258	276	266
Seventh	755	722	764
Eighth	730	734	737
Ninth	818	858	862
Tenth	743	722	766
Eleventh	655	611	622
Twelfth	563	675	630
Ungraded Secondary	314	332	359
Total K-12 Enrollment	9863	9867	9794

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	366	3.7%	382	3.9%	382	3.9%
Black (Not Hispanic)	2024	20.5%	1942	19.7%	2019	20.6%
Hispanic	1042	10.6%	1121	11.4%	1112	11.4%
White (Not Hispanic)	6431	65.2%	6422	65.1%	6281	64.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	12	19	21
Common Branch	25	24	24
English Grade 8	26	20	24
Mathematics Grade 8	26	22	26
Science Grade 8	26	22	26
Social Studies Grade 8	26	22	25
English Grade 10	26	25	24
Mathematics Grade 10	24	22	25
Science Grade 10	22	22	23
Social Studies Grade 10	25	26	25

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	230	2.3%	264	2.7%	296	3.0%
Eligible for Free Lunch	1518	16.4%	1520	15.4%	1646	16.8%

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		93.1%		93.2%		93.4%
Student Suspensions	843	8.6%	1004	10.2%	895	9.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.4%	5.7%	6.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	679
Total Other Professional Staff	107
Total Paraprofessionals	193
Teaching Out of Certification*	0

*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	470	219	47%	606	305	50%	523	291	56%
Students with Disabilities	46	2	4%	9	0	0%	80	16	20%
All Students	516	221	43%	615	305	50%	603	307	51%

*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	241	234	15	20	51	42
Percent	40%	39%	2%	3%	8%	7%

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)
80	16	8	88

*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	49		53		73	2.9%
	Entered GED Program*	15		19		15	0.6%
	Total Noncompleters	64		72		88	3.5%
Students with Disabilities	Dropped Out	12		5		13	2.1%
	Entered GED Program*	1		1		0	0.0%
	Total Noncompleters	13		6		13	2.1%
All Students	Dropped Out	61	2.0%	58	1.9%	86	2.7%
	Entered GED Program*	16	0.5%	20	0.6%	15	0.5%
	Total Noncompleters	77	2.6%	78	2.5%	101	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	25%	0%	0%
2-3	22%	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	50	46
	Number of All Students	0	50	46
	Percent of Enrollment	0%	3%	3%
6-8	Number of General-Education Students	119	0	0
	Number of Students with Disabilities	0	49	53
	Number of All Students	119	49	53
	Percent of Enrollment	5%	2%	2%
9-12	Number of General-Education Students	2150	2604	2564
	Number of Students with Disabilities	426	490	574
	Number of All Students	2576	3094	3138
	Percent of Enrollment	86%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	60		
Completed and Passed Regents Exams	34	57%	77%
Completed and had Course Average of 75% or More	49	82%	81%
Completed and Attained a HS Diploma or Equivalent	34	57%	96%
Completed and Whose Status is Known	55		
Completed and Were Successfully Placed	52	95%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	5	8%	30%
Underrepresented Gender Members Who Completed	3	30%	19%

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	61	92%	42	100%	73	97%
German	0	0%	0	0%	0	0%
Italian	139	74%	106	96%	127	94%
Latin	0	0%	0	0%	0	0%
Spanish	522	62%	367	95%	441	86%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	1	#	2	#	1	#
Latin	0	0%	0	0%	0	0%
Spanish	19	32%	7	86%	11	64%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	91	86%	8	50%
Science	15	73%	45	51%	7	71%
Reading	1	#	27	96%	0	0%
Writing	1	#	29	90%	3	#
Global Studies	4	#	72	44%	6	17%
U.S. Hist & Gov't	5	100%	48	73%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	50	90%	11	64%	119	60%
Science	34	41%	7	29%	34	56%
Reading	25	80%	6	83%	10	80%
Writing	23	87%	5	60%	17	88%
Global Studies	50	42%	8	50%	103	48%
U.S. Hist & Gov't	44	55%	9	67%	51	53%

(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	658	677	650	83	3	97
Number Scoring 55-100	592	654	599	42	#	64
Number Scoring 65-100	505	635	554	24	#	41
Number Scoring 85-100	182	387	346	0	#	7
Percentage of Tested Scoring 55-100	90%	97%	92%	51%	#	66%
Percentage of Tested Scoring 65-100	77%	94%	85%	29%	#	42%
Percentage of Tested Scoring 85-100	28%	57%	53%	0%	#	7%
Mathematics A						
Number Tested	507	880	763	86	5	106
Number Scoring 55-100	317	715	727	28	0	84
Number Scoring 65-100	155	528	654	19	0	58
Number Scoring 85-100	6	66	168	2	0	3
Percentage of Tested Scoring 55-100	63%	81%	95%	33%	0%	79%
Percentage of Tested Scoring 65-100	31%	60%	86%	22%	0%	55%
Percentage of Tested Scoring 85-100	1%	7%	22%	2%	0%	3%
Mathematics B						
Number Tested	0	148	177	0	0	1
Number Scoring 55-100	0	131	163	0	0	#
Number Scoring 65-100	0	100	143	0	0	#
Number Scoring 85-100	0	13	34	0	0	#
Percentage of Tested Scoring 55-100	0%	89%	92%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	68%	81%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	9%	19%	0%	0%	#
Global History and Geography						
Number Tested	693	763	707	105	5	70
Number Scoring 55-100	611	639	651	69	1	57
Number Scoring 65-100	520	563	600	42	0	41
Number Scoring 85-100	115	220	277	3	0	7
Percentage of Tested Scoring 55-100	88%	84%	92%	66%	20%	81%
Percentage of Tested Scoring 65-100	75%	74%	85%	40%	0%	59%
Percentage of Tested Scoring 85-100	17%	29%	39%	3%	0%	10%
U.S. History and Government						
Number Tested	692	711	734	84	7	146
Number Scoring 55-100	624	676	642	44	5	82
Number Scoring 65-100	518	623	572	29	4	52
Number Scoring 85-100	151	230	245	3	0	7
Percentage of Tested Scoring 55-100	90%	95%	87%	52%	71%	56%
Percentage of Tested Scoring 65-100	75%	88%	78%	35%	57%	36%
Percentage of Tested Scoring 85-100	22%	32%	33%	4%	0%	5%

(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	658	670	729	97	6	123
Number Scoring 55-100	639	630	657	87	4	83
Number Scoring 65-100	599	557	577	70	3	52
Number Scoring 85-100	120	126	134	1	1	3
Percentage of Tested Scoring 55-100	97%	94%	90%	90%	67%	67%
Percentage of Tested Scoring 65-100	91%	83%	79%	72%	50%	42%
Percentage of Tested Scoring 85-100	18%	19%	18%	1%	17%	2%
Physical Setting/Earth Science						
Number Tested	532	712	833	32	41	147
Number Scoring 55-100	467	612	641	22	33	64
Number Scoring 65-100	389	522	520	13	24	43
Number Scoring 85-100	107	194	153	2	2	3
Percentage of Tested Scoring 55-100	88%	86%	77%	69%	80%	44%
Percentage of Tested Scoring 65-100	73%	73%	62%	41%	59%	29%
Percentage of Tested Scoring 85-100	20%	27%	18%	6%	5%	2%
Physical Setting/Chemistry						
Number Tested	345	428	344	7	0	9
Number Scoring 55-100	325	384	323	7	0	8
Number Scoring 65-100	245	276	246	2	0	6
Number Scoring 85-100	36	41	46	0	0	0
Percentage of Tested Scoring 55-100	94%	90%	94%	100%	0%	89%
Percentage of Tested Scoring 65-100	71%	64%	72%	29%	0%	67%
Percentage of Tested Scoring 85-100	10%	10%	13%	0%	0%	0%
Physical Setting/Physics						
Number Tested			135			2
Number Scoring 55-100			129			#
Number Scoring 65-100			112			#
Number Scoring 85-100			22			#
Percentage of Tested Scoring 55-100			96%			#
Percentage of Tested Scoring 65-100			83%			#
Percentage of Tested Scoring 85-100			16%			#

* 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	42	53	57	0	0	1
Number Scoring 55-100	40	53	57	0	0	#
Number Scoring 65-100	37	53	55	0	0	#
Number Scoring 85-100	14	26	31	0	0	#
Percentage of Tested Scoring 55-100	95%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	88%	100%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	33%	49%	54%	0%	0%	#
Comprehensive Italian						
Number Tested	70	87	75	2	0	0
Number Scoring 55-100	63	85	74	#	0	0
Number Scoring 65-100	54	84	71	#	0	0
Number Scoring 85-100	21	46	30	#	0	0
Percentage of Tested Scoring 55-100	90%	98%	99%	#	0%	0%
Percentage of Tested Scoring 65-100	77%	97%	95%	#	0%	0%
Percentage of Tested Scoring 85-100	30%	53%	40%	#	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	344	331	337	6	1	7
Number Scoring 55-100	311	307	313	6	#	4
Number Scoring 65-100	288	283	280	4	#	3
Number Scoring 85-100	116	136	118	3	#	0
Percentage of Tested Scoring 55-100	90%	93%	93%	100%	#	57%
Percentage of Tested Scoring 65-100	84%	85%	83%	67%	#	43%
Percentage of Tested Scoring 85-100	34%	41%	35%	50%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	259	60	2	3	0	0
Number Scoring 55-100	201	35	#	#	0	0
Number Scoring 65-100	166	23	#	#	0	0
Number Scoring 85-100	74	5	#	#	0	0
Percentage of Tested Scoring 55-100	78%	58%	#	#	0%	0%
Percentage of Tested Scoring 65-100	64%	38%	#	#	0%	0%
Percentage of Tested Scoring 85-100	29%	8%	#	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	16	94%	829	87%	584	83%
Students with Disabilities	7	100%	94	50%	146	49%

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	623	8%	7%	60%	26%
	Students with Disabilities	97	42%	10%	47%	0%
	All Students	720	13%	7%	58%	22%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	643	2%	26%	55%	18%
	Students with Disabilities	123	12%	57%	28%	3%
	All Students	766	3%	31%	50%	16%

(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	5	1	2	1	0	2
Middle Level						
Social Studies	7	4	0	1	1	5
Secondary Level						
English Language Arts	1	7	#	#	#	#
Social Studies	1	7	#	#	#	#
Mathematics	1	7	#	#	#	#
Science	0	8	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	530	530	530	112	112	112	642	642	642
Number Scoring 55–64	26	17	10	21	12	11	47	29	21
Number Scoring 65–84	355	270	302	36	48	64	391	318	366
Number Scoring 85–100	116	206	200	4	11	3	120	217	203
Approved Alternatives	5	0	0	0	0	0	5	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			97			0
Beginning (0-18)			3			0
Intermediate (19-31)			13			0
Advanced (32-36)			45			0
Proficient (37-39)			36			0
Reading and Writing (Grade K-1)						
Number Tested			97			0
Beginning (0-14)			12			0
Intermediate (15-24)			19			0
Advanced (25-32)			43			0
Proficient (33-35)			23			0
Listening and Speaking (Grade 2-4)						
Number Tested			100			6
Beginning (0-18)			1			0
Intermediate (19-31)			12			1
Advanced (32-36)			24			2
Proficient (37-39)			63			3
Reading and Writing (Grade 2-4)						
Number Tested			100			6
Beginning (0-14)			17			0
Intermediate (15-24)			37			1
Advanced (25-32)			26			5
Proficient (33-35)			20			0
Listening and Speaking (Grade 5-6)						
Number Tested			27			0
Beginning (0-18)			2			0
Intermediate (19-31)			3			0
Advanced (32-36)			5			0
Proficient (37-39)			17			0
Reading and Writing (Grade 5-6)						
Number Tested			27			0
Beginning (0-14)			4			0
Intermediate (15-24)			12			0
Advanced (25-32)			8			0
Proficient (33-35)			3			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			19			0
Beginning (0-18)			4			0
Intermediate (19-31)			2			0
Advanced (32-36)			5			0
Proficient (37-39)			8			0
Reading and Writing (Grade 7-8)						
Number Tested			19			0
Beginning (0-14)			4			0
Intermediate (15-24)			6			0
Advanced (25-32)			8			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 9-12)						
Number Tested			41			0
Beginning (0-18)			5			0
Intermediate (19-31)			13			0
Advanced (32-36)			12			0
Proficient (37-39)			11			0
Reading and Writing (Grade 9-12)						
Number Tested			41			0
Beginning (0-14)			9			0
Intermediate (15-24)			14			0
Advanced (25-32)			16			0
Proficient (33-35)			2			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)