

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-12-06-0005
 Name: Longwood High School
 Principal: Catherine Kalina

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	818	858	862
Tenth	743	722	766
Eleventh	655	611	622
Twelfth	563	675	630
Ungraded Secondary	223	228	258
Total K-12 Enrollment	3002	3094	3138

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	119	4.0%	136	4.4%	125	4.0%
Black (Not Hispanic)	634	21.1%	651	21.0%	697	22.2%
Hispanic	320	10.7%	343	11.1%	327	10.4%
White (Not Hispanic)	1929	64.3%	1964	63.5%	1989	63.4%

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	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	47	1.6%	50	1.6%	60	1.9%
Eligible for Free Lunch	301	10.0%	321	10.4%	353	11.3%

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		90.9%		92.1%		95.4%
Student Suspensions	291	13.6%	406	13.5%	445	14.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	4.6%	4.1%	4.6%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	92%	95%	97%

Staff Counts

Staff	2003-04
Total Teachers	209
Total Other Professional Staff	27
Total Paraprofessionals	NA
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%	603	304	50%	523	291	56%
Students with Disabilities	41	2	5%	7	0	0%	77	15	19%
All Students	511	221	43%	610	304	50%	600	306	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	39
Percent	40%	39%	3%	3%	9%	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)
77	15	6	83

*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	44		51		72	2.9%
	Entered GED Program*	14		19		15	0.6%
	Total Noncompleters	58		70		87	3.5%
Students with Disabilities	Dropped Out	9		2		13	2.4%
	Entered GED Program*	1		1		0	0.0%
	Total Noncompleters	10		3		13	2.4%
All Students	Dropped Out	53	1.8%	53	1.7%	85	2.8%
	Entered GED Program*	15	0.5%	20	0.6%	15	0.5%
	Total Noncompleters	68	2.3%	73	2.4%	100	3.3%

*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	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			
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; completion 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	1	#	0	0%	26	92%
German	0	0%	0	0%	0	0%
Italian	28	64%	20	90%	17	59%
Latin	0	0%	0	0%	0	0%
Spanish	104	45%	112	87%	102	61%

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	8	50%	2	#	7	43%

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%	72	93%	6	33%
Science	15	73%	28	57%	6	83%
Reading	1	#	24	100%	0	0%
Writing	1	#	24	96%	2	#
Global Studies	4	#	66	47%	5	20%
U.S. Hist & Gov't	5	100%	45	76%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	35	100%	6	100%	113	60%
Science	28	50%	2	#	30	53%
Reading	15	67%	4	#	6	67%
Writing	12	100%	3	#	13	100%
Global Studies	41	46%	4	#	98	48%
U.S. Hist & Gov't	35	57%	6	83%	46	57%

(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	647	671	643	73	3	91
Number Scoring 55-100	591	652	594	42	#	59
Number Scoring 65-100	504	633	551	24	#	38
Number Scoring 85-100	182	386	346	0	#	7
Percentage of Tested Scoring 55-100	91%	97%	92%	58%	#	65%
Percentage of Tested Scoring 65-100	78%	94%	86%	33%	#	42%
Percentage of Tested Scoring 85-100	28%	58%	54%	0%	#	8%
Mathematics A						
Number Tested	503	875	755	82	5	100
Number Scoring 55-100	317	714	725	28	0	82
Number Scoring 65-100	155	527	653	19	0	57
Number Scoring 85-100	6	65	168	2	0	3
Percentage of Tested Scoring 55-100	63%	82%	96%	34%	0%	82%
Percentage of Tested Scoring 65-100	31%	60%	86%	23%	0%	57%
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	680	749	703	92	0	68
Number Scoring 55-100	605	634	651	63	0	57
Number Scoring 65-100	518	560	600	40	0	41
Number Scoring 85-100	113	219	277	1	0	7
Percentage of Tested Scoring 55-100	89%	85%	93%	68%	0%	84%
Percentage of Tested Scoring 65-100	76%	75%	85%	43%	0%	60%
Percentage of Tested Scoring 85-100	17%	29%	39%	1%	0%	10%
U.S. History and Government						
Number Tested	684	703	728	77	5	140
Number Scoring 55-100	623	673	638	44	5	78
Number Scoring 65-100	517	620	568	29	4	48
Number Scoring 85-100	150	229	243	3	0	5
Percentage of Tested Scoring 55-100	91%	96%	88%	57%	100%	56%
Percentage of Tested Scoring 65-100	76%	88%	78%	38%	80%	34%
Percentage of Tested Scoring 85-100	22%	33%	33%	4%	0%	4%

(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	655	669	729	94	6	123
Number Scoring 55-100	636	629	657	84	4	83
Number Scoring 65-100	596	556	577	67	3	52
Number Scoring 85-100	119	126	134	0	1	3
Percentage of Tested Scoring 55-100	97%	94%	90%	89%	67%	67%
Percentage of Tested Scoring 65-100	91%	83%	79%	71%	50%	42%
Percentage of Tested Scoring 85-100	18%	19%	18%	0%	17%	2%
Physical Setting/Earth Science						
Number Tested	527	643	770	27	39	146
Number Scoring 55-100	464	549	579	19	32	64
Number Scoring 65-100	387	459	458	11	23	43
Number Scoring 85-100	106	135	94	1	1	3
Percentage of Tested Scoring 55-100	88%	85%	75%	70%	82%	44%
Percentage of Tested Scoring 65-100	73%	71%	59%	41%	59%	29%
Percentage of Tested Scoring 85-100	20%	21%	12%	4%	3%	2%
Physical Setting/Chemistry						
Number Tested	344	428	343	7	0	8
Number Scoring 55-100	324	384	322	7	0	7
Number Scoring 65-100	244	276	245	2	0	5
Number Scoring 85-100	35	41	46	0	0	0
Percentage of Tested Scoring 55-100	94%	90%	94%	100%	0%	88%
Percentage of Tested Scoring 65-100	71%	64%	71%	29%	0%	62%
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	343	331	337	5	1	7
Number Scoring 55-100	310	307	313	5	#	4
Number Scoring 65-100	287	283	280	3	#	3
Number Scoring 85-100	115	136	118	2	#	0
Percentage of Tested Scoring 55-100	90%	93%	93%	100%	#	57%
Percentage of Tested Scoring 65-100	84%	85%	83%	60%	#	43%
Percentage of Tested Scoring 85-100	34%	41%	35%	40%	#	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	59	2	3	0	0
Number Scoring 55-100	201	34	#	#	0	0
Number Scoring 65-100	166	22	#	#	0	0
Number Scoring 85-100	74	4	#	#	0	0
Percentage of Tested Scoring 55-100	78%	58%	#	#	0%	0%
Percentage of Tested Scoring 65-100	64%	37%	#	#	0%	0%
Percentage of Tested Scoring 85-100	29%	7%	#	#	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%	828	87%	583	83%
Students with Disabilities	7	100%	93	51%	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	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	1	4	#	#	#	#
Secondary Level						
English Language Arts	0	6	0	0	0	0
Social Studies	0	6	0	0	0	0
Mathematics	0	6	0	0	0	0
Science	0	6	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	529	529	529	99	99	99	628	628	628
Number Scoring 55–64	25	17	10	20	12	11	45	29	21
Number Scoring 65–84	355	270	301	35	45	61	390	315	362
Number Scoring 85–100	116	206	200	2	10	2	118	216	202
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 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			36			0
Beginning (0-18)			3			0
Intermediate (19-31)			11			0
Advanced (32-36)			11			0
Proficient (37-39)			11			0
Reading and Writing (Grade 9-12)						
Number Tested			36			0
Beginning (0-14)			7			0
Intermediate (15-24)			12			0
Advanced (25-32)			15			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)