

# 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	2002-03	2003-04	2004-05
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	858	862	860
Tenth	722	766	899
Eleventh	611	622	761
Twelfth	675	630	667
Ungraded Secondary	228	258	30
Total K-12 Enrollment	3094	3138	3217

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	136	4.4%	125	4.0%	124	3.9%
Black (Not Hispanic)	651	21.0%	697	22.2%	656	20.4%
Hispanic	343	11.1%	327	10.4%	403	12.5%
White (Not Hispanic)	1964	63.5%	1989	63.4%	2034	63.2%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	25	24	24
Mathematics Grade 10	22	25	21
Science Grade 10	22	23	23
Social Studies Grade 10	26	25	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	50	1.6%	60	1.9%	60	1.9%
Eligible for Free Lunch	321	10.4%	353	11.3%	395	12.3%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.1%		95.4%		92.0%
Student Suspensions	406	13.5%	445	14.4%	509	16.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	4.1%	4.6%	4.8%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	95%	97%	100%

### Staff Counts

Staff	2004-05
Total Teachers	224
Total Other Professional Staff	26
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	603	523	509
	Regents Diplomas	304	291	414
	% Regents Diplomas	50%	56%	81%
	Regents Diplomas with Advanced Designation**			167
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	7	77	60
	Regents Diplomas	0	15	22
	% Regents Diplomas	0%	19%	37%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	5	6	4
<b>All Students</b>	Total Graduates*	610	600	569
	Regents Diplomas	304	306	436
	% Regents Diplomas	50%	51%	77%
	Regents Diplomas with Advanced Designation**			167
	% Regents Diplomas with Advanced Designation			29%
	IEP Diplomas or Local Certificates	5	6	4

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	233	203	8	5	20	0	16	24
	<b>Percent</b>	46%	40%	2%	1%	4%	0%	3%	5%
<b>Students with Disabilities</b>	<b>Number</b>	5	27	2	3	13	1	4	5
	<b>Percent</b>	8%	45%	3%	5%	22%	2%	7%	8%
<b>All Students</b>	<b>Number</b>	238	230	10	8	33	1	20	29
	<b>Percent</b>	42%	40%	2%	1%	6%	0%	4%	5%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	51		72	2.9%	48	1.8%
	Entered GED Program*	19		15	0.6%	21	0.8%
	Total Noncompleters	70		87	3.5%	69	2.6%
<b>Students with Disabilities</b>	Dropped Out	2		13	2.4%	28	6.0%
	Entered GED Program*	1		0	0.0%	4	0.9%
	Total Noncompleters	3		13	2.4%	32	6.9%
<b>All Students</b>	Dropped Out	53	1.7%	85	2.8%	76	2.5%
	Entered GED Program*	20	0.6%	15	0.5%	25	0.8%
	Total Noncompleters	73	2.4%	100	3.3%	101	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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	2604	2564	729
	Number of Students with Disabilities	490	574	78
	Number of All Students	3094	3138	807
	Percent of Enrollment	100%	100%	25%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	26	92%	14	43%
German	0	0%	0	0%	0	0%
Italian	20	90%	17	59%	28	64%
Latin	0	0%	0	0%	0	0%
Spanish	112	87%	102	61%	142	69%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	2	#	7	43%	4	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	72	93%	6	33%	1	#
Science	28	57%	6	83%	1	#
Reading	24	100%	0	0%	0	0%
Writing	24	96%	2	#	0	0%
Global Studies	66	47%	5	20%	5	60%
U.S. Hist & Gov't	45	76%	2	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	113	60%	32	84%
Science	2	#	30	53%	51	67%
Reading	4	#	6	67%	37	78%
Writing	3	#	13	100%	37	95%
Global Studies	4	#	98	48%	101	30%
U.S. Hist & Gov't	6	83%	46	57%	70	59%

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	671	643	719	3	91	131
Number Scoring 55-100	652	594	652	#	59	86
Number Scoring 65-100	633	551	594	#	38	58
Number Scoring 85-100	386	346	293	#	7	3
Percentage of Tested Scoring 55-100	97%	92%	91%	#	65%	66%
Percentage of Tested Scoring 65-100	94%	86%	83%	#	42%	44%
Percentage of Tested Scoring 85-100	58%	54%	41%	#	8%	2%
<b>Mathematics A</b>						
Number Tested	875	755	705	5	100	111
Number Scoring 55-100	714	725	686	0	82	97
Number Scoring 65-100	527	653	644	0	57	81
Number Scoring 85-100	65	168	172	0	3	11
Percentage of Tested Scoring 55-100	82%	96%	97%	0%	82%	87%
Percentage of Tested Scoring 65-100	60%	86%	91%	0%	57%	73%
Percentage of Tested Scoring 85-100	7%	22%	24%	0%	3%	10%
<b>Mathematics B</b>						
Number Tested	148	177	235	0	1	0
Number Scoring 55-100	131	163	206	0	#	0
Number Scoring 65-100	100	143	168	0	#	0
Number Scoring 85-100	13	34	19	0	#	0
Percentage of Tested Scoring 55-100	89%	92%	88%	0%	#	0%
Percentage of Tested Scoring 65-100	68%	81%	71%	0%	#	0%
Percentage of Tested Scoring 85-100	9%	19%	8%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	749	703	796	0	68	164
Number Scoring 55-100	634	651	682	0	57	91
Number Scoring 65-100	560	600	598	0	41	67
Number Scoring 85-100	219	277	203	0	7	7
Percentage of Tested Scoring 55-100	85%	93%	86%	0%	84%	55%
Percentage of Tested Scoring 65-100	75%	85%	75%	0%	60%	41%
Percentage of Tested Scoring 85-100	29%	39%	26%	0%	10%	4%
<b>U.S. History and Government</b>						
Number Tested	703	728	680	5	140	111
Number Scoring 55-100	673	638	609	5	78	71
Number Scoring 65-100	620	568	542	4	48	53
Number Scoring 85-100	229	243	288	0	5	13
Percentage of Tested Scoring 55-100	96%	88%	90%	100%	56%	64%
Percentage of Tested Scoring 65-100	88%	78%	80%	80%	34%	48%
Percentage of Tested Scoring 85-100	33%	33%	42%	0%	4%	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	669	729	753	6	123	133
Number Scoring 55-100	629	657	687	4	83	102
Number Scoring 65-100	556	577	620	3	52	77
Number Scoring 85-100	126	134	156	1	3	5
Percentage of Tested Scoring 55-100	94%	90%	91%	67%	67%	77%
Percentage of Tested Scoring 65-100	83%	79%	82%	50%	42%	58%
Percentage of Tested Scoring 85-100	19%	18%	21%	17%	2%	4%
<b>Physical Setting/Earth Science</b>						
Number Tested	643	770	923	39	146	146
Number Scoring 55-100	549	579	682	32	64	52
Number Scoring 65-100	459	458	560	23	43	31
Number Scoring 85-100	135	94	158	1	3	2
Percentage of Tested Scoring 55-100	85%	75%	74%	82%	44%	36%
Percentage of Tested Scoring 65-100	71%	59%	61%	59%	29%	21%
Percentage of Tested Scoring 85-100	21%	12%	17%	3%	2%	1%
<b>Physical Setting/Chemistry</b>						
Number Tested	428	343	351	0	8	11
Number Scoring 55-100	384	322	346	0	7	11
Number Scoring 65-100	276	245	302	0	5	8
Number Scoring 85-100	41	46	47	0	0	2
Percentage of Tested Scoring 55-100	90%	94%	99%	0%	88%	100%
Percentage of Tested Scoring 65-100	64%	71%	86%	0%	62%	73%
Percentage of Tested Scoring 85-100	10%	13%	13%	0%	0%	18%
<b>Physical Setting/Physics</b>						
Number Tested		135	130		2	0
Number Scoring 55-100		129	114		#	0
Number Scoring 65-100		112	107		#	0
Number Scoring 85-100		22	32		#	0
Percentage of Tested Scoring 55-100		96%	88%		#	0%
Percentage of Tested Scoring 65-100		83%	82%		#	0%
Percentage of Tested Scoring 85-100		16%	25%		#	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	53	57	56	0	1	0
Number Scoring 55-100	53	57	56	0	#	0
Number Scoring 65-100	53	55	52	0	#	0
Number Scoring 85-100	26	31	26	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	96%	93%	0%	#	0%
Percentage of Tested Scoring 85-100	49%	54%	46%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	87	75	83	0	0	2
Number Scoring 55-100	85	74	83	0	0	#
Number Scoring 65-100	84	71	82	0	0	#
Number Scoring 85-100	46	30	42	0	0	#
Percentage of Tested Scoring 55-100	98%	99%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	97%	95%	99%	0%	0%	#
Percentage of Tested Scoring 85-100	53%	40%	51%	0%	0%	#
<b>Comprehensive German</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 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	331	337	329	1	7	14
Number Scoring 55-100	307	313	314	#	4	8
Number Scoring 65-100	283	280	290	#	3	5
Number Scoring 85-100	136	118	140	#	0	4
Percentage of Tested Scoring 55-100	93%	93%	95%	#	57%	57%
Percentage of Tested Scoring 65-100	85%	83%	88%	#	43%	36%
Percentage of Tested Scoring 85-100	41%	35%	43%	#	0%	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)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	0	#	#	#	#

### 2001 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	536	536	536	100	100	100	636	636	636
Number Scoring 55–64	41	30	22	14	17	12	55	47	34
Number Scoring 65–84	266	237	297	33	35	52	299	272	349
Number Scoring 85–100	201	226	195	3	4	2	204	230	197
Approved Alternatives	3	0	0	0	0	0	3	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		36	38		0	0
Beginning		3	3		0	0
Intermediate		11	18		0	0
Advanced		11	8		0	0
Proficient		11	9		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		36	38		0	0
Beginning		7	5		0	0
Intermediate		12	16		0	0
Advanced		15	11		0	0
Proficient		2	6		0	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)