

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	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	672	590	683
First	732	716	642
Second	755	766	696
Third	755	720	739
Fourth	784	727	694
Fifth	741	780	711
Sixth	775	728	772
Ungraded Elementary	232	258	276
Seventh	707	755	722
Eighth	700	730	734
Ninth	796	818	858
Tenth	725	743	722
Eleventh	604	655	611
Twelfth	595	563	675
Ungraded Secondary	265	314	332
Total K-12 Enrollment	9838	9863	9867

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	369	3.8%	366	3.7%	382	3.9%
Black (Not Hispanic)	1930	19.6%	2024	20.5%	1942	19.7%
Hispanic	1051	10.7%	1042	10.6%	1121	11.4%
White (Not Hispanic)	6488	65.9%	6431	65.2%	6422	65.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	14	12	19
Common Branch	26	25	24
English Grade 8	26	26	20
Mathematics Grade 8	25	26	22
Science Grade 8	26	26	22
Social Studies Grade 8	26	26	22
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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	232	2.4%	230	2.3%	264	2.7%
Eligible for Free Lunch	1422	15.5%	1518	16.4%	1520	15.4%

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		93.1%		93.1%		93.2%
Student Suspensions	799	8.3%	843	8.6%	1004	10.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.4%	5.4%	5.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	704
Total Other Professional Staff	111
Total Paraprofessionals	211
Teaching Out of Certification*	21
Teachers with Temporary Licenses	8

*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%	606	305	50%
Students with Disabilities	61	1	2%	46	2	4%	9	0	0%
All Students	574	208	36%	516	221	43%	615	305	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	234	10	7	43	66
Percent	41%	38%	2%	1%	7%	11%

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)
9	0	11	20

*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			49		53	
	Entered GED Program*			15		19	
	Total Noncompleters			64		72	
Students with Disabilities	Dropped Out			12		5	
	Entered GED Program*			1		1	
	Total Noncompleters			13		6	
All Students	Dropped Out	32	1.1%	61	2.0%	58	1.9%
	Entered GED Program*	10	0.3%	16	0.5%	20	0.6%
	Total Noncompleters	42	1.5%	77	2.6%	78	2.5%

*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		25%	0%
2-3		22%	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	50
	Number of All Students		0	50
	Percent of Enrollment		0%	3%
6-8	Number of General-Education Students		119	0
	Number of Students with Disabilities		0	49
	Number of All Students		119	49
	Percent of Enrollment		5%	2%
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	56	93%	61	92%	42	100%
German	0	0%	0	0%	0	0%
Italian	120	78%	139	74%	106	96%
Latin	0	0%	0	0%	0	0%
Spanish	408	79%	522	62%	367	95%

Students with Disabilities

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%	1	#	2	#
Latin	1	#	0	0%	0	0%
Spanish	0	0%	19	32%	7	86%

(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%	91	86%
Science	21	76%	15	73%	45	51%
Reading	0	0%	1	#	27	96%
Writing	0	0%	1	#	29	90%
Global Studies	5	40%	4	#	72	44%
U.S. Hist & Gov't	21	67%	5	100%	48	73%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	57	72%	50	90%	11	64%
Science	48	67%	34	41%	7	29%
Reading	29	69%	25	80%	6	83%
Writing	28	86%	23	87%	5	60%
Global Studies	25	48%	50	42%	8	50%
U.S. Hist & Gov't	38	68%	44	55%	9	67%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	591	658	677	83	83	3
Number Scoring 55–100	550	592	654	61	42	#
Number Scoring 65–100	493	505	635	39	24	#
Number Scoring 85–100	157	182	387	7	0	#
Percentage of Tested Scoring 55–100	93%	90%	97%	73%	51%	#
Percentage of Tested Scoring 65–100	83%	77%	94%	47%	29%	#
Percentage of Tested Scoring 85–100	27%	28%	57%	8%	0%	#
Mathematics A						
Number Tested	493	507	880	40	86	5
Number Scoring 55–100	408	317	715	18	28	0
Number Scoring 65–100	299	155	528	8	19	0
Number Scoring 85–100	85	6	66	1	2	0
Percentage of Tested Scoring 55–100	83%	63%	81%	45%	33%	0%
Percentage of Tested Scoring 65–100	61%	31%	60%	20%	22%	0%
Percentage of Tested Scoring 85–100	17%	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	669	693	763	98	105	5
Number Scoring 55–100	637	611	639	77	69	1
Number Scoring 65–100	556	520	563	44	42	0
Number Scoring 85–100	163	115	220	0	3	0
Percentage of Tested Scoring 55–100	95%	88%	84%	79%	66%	20%
Percentage of Tested Scoring 65–100	83%	75%	74%	45%	40%	0%
Percentage of Tested Scoring 85–100	24%	17%	29%	0%	3%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	588	692	711	67	84	7
Number Scoring 55–100	487	624	676	33	44	5
Number Scoring 65–100	416	518	623	17	29	4
Number Scoring 85–100	178	151	230	2	3	0
Percentage of Tested Scoring 55–100	83%	90%	95%	49%	52%	71%
Percentage of Tested Scoring 65–100	71%	75%	88%	25%	35%	57%
Percentage of Tested Scoring 85–100	30%	22%	32%	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	587	658	670	65	97	6
Number Scoring 55–100	542	639	630	48	87	4
Number Scoring 65–100	499	599	557	33	70	3
Number Scoring 85–100	109	120	126	1	1	1
Percentage of Tested Scoring 55–100	92%	97%	94%	74%	90%	67%
Percentage of Tested Scoring 65–100	85%	91%	83%	51%	72%	50%
Percentage of Tested Scoring 85–100	19%	18%	19%	2%	1%	17%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	597	532	712	41	32	41
Number Scoring 55–100	545	467	612	33	22	33
Number Scoring 65–100	484	389	522	28	13	24
Number Scoring 85–100	173	107	194	1	2	2
Percentage of Tested Scoring 55–100	91%	88%	86%	80%	69%	80%
Percentage of Tested Scoring 65–100	81%	73%	73%	68%	41%	59%
Percentage of Tested Scoring 85–100	29%	20%	27%	2%	6%	5%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		345	428		7	0
Number Scoring 55–100		325	384		7	0
Number Scoring 65–100		245	276		2	0
Number Scoring 85–100		36	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	344	331	1	6	1
Number Scoring 55–100	278	311	307	#	6	#
Number Scoring 65–100	258	288	283	#	4	#
Number Scoring 85–100	101	116	136	#	3	#
Percentage of Tested Scoring 55–100	97%	90%	93%	#	100%	#
Percentage of Tested Scoring 65–100	90%	84%	85%	#	67%	#
Percentage of Tested Scoring 85–100	35%	34%	41%	#	50%	#
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	233	46	3	17	2	0
Number Scoring 55–100	118	16	#	7	#	0
Number Scoring 65–100	84	8	#	3	#	0
Number Scoring 85–100	16	1	#	0	#	0
Percentage of Tested Scoring 55–100	51%	35%	#	41%	#	0%
Percentage of Tested Scoring 65–100	36%	17%	#	18%	#	0%
Percentage of Tested Scoring 85–100	7%	2%	#	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	218	259	60	5	3	0
Number Scoring 55–100	182	201	35	3	#	0
Number Scoring 65–100	156	166	23	2	#	0
Number Scoring 85–100	61	74	5	1	#	0
Percentage of Tested Scoring 55–100	83%	78%	58%	60%	#	0%
Percentage of Tested Scoring 65–100	72%	64%	38%	40%	#	0%
Percentage of Tested Scoring 85–100	28%	29%	8%	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	275	100%	16	94%	829	87%
Students with Disabilities	31	65%	7	100%	94	50%

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	642	4%	13%	71%	12%
	Students with Disabilities	83	22%	22%	55%	1%
	All Students	725	6%	14%	70%	11%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	619	1%	16%	67%	16%
	Students with Disabilities	129	9%	52%	39%	1%
	All Students	748	2%	23%	62%	14%

(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	1	1	#	#	#	#
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	0	0	0	0	0	0
Science	1	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	662	662	662	14	14	14	676	676	676
Number Scoring 55–64	61	77	48	2	1	0	63	78	48
Number Scoring 65–84	372	350	392	1	1	2	373	351	394
Number Scoring 85–100	174	152	164	0	0	0	174	152	164
Approved Alternatives	4	0	0	0	0	0	4	0	0

(Form – K)