

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-05-03-0000  
 Name: Levittown Union Free School District  
 Superintendent: Herman A. Sirois

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	571	544	484
First	587	597	575
Second	654	596	608
Third	647	667	598
Fourth	606	652	660
Fifth	639	611	646
Sixth	668	661	630
Ungraded Elementary	190	81	107
Seventh	623	693	659
Eighth	559	658	689
Ninth	526	523	601
Tenth	500	524	570
Eleventh	499	479	534
Twelfth	458	474	493
Ungraded Secondary	182	255	173
Total K-12 Enrollment	7909	8015	8027

## 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	286	3.6%	306	3.8%	320	4.0%
Black (Not Hispanic)	48	0.6%	48	0.6%	69	0.9%
Hispanic	414	5.2%	457	5.7%	532	6.6%
White (Not Hispanic)	7161	90.5%	7204	89.9%	7106	88.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	20	17
Common Branch	22	21	21
English Grade 8	22	24	24
Mathematics Grade 8	21	23	23
Science Grade 8	22	25	24
Social Studies Grade 8	22	24	25
English Grade 10	22	22	22
Mathematics Grade 10	17	19	18
Science Grade 10	20	21	19
Social Studies Grade 10	21	22	23

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	114	1.4%	102	1.3%	108	1.4%
<b>Eligible for Free Lunch</b>	301	4.1%	241	3.2%	283	3.7%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.5%		95.6%		95.5%
<b>Student Suspensions</b>	242	3.1%	222	2.8%	225	2.8%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	3.7%	2.5%	3.2%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	637
Total Other Professional Staff	105
Total Paraprofessionals	114
Teaching Out of Certification*	19

\*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	432	345	80%	458	365	80%	474	380	80%
Students with Disabilities	23	0	0%	29	8	28%	32	3	9%
All Students	455	345	76%	487	373	77%	506	383	76%

\*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	264	182	10	6	18	26
Percent	52%	36%	2%	1%	4%	5%

## 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)
32	3	12	44

\*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	1		2		7	0.3%
	Entered GED Program*	0		1		9	0.4%
	Total Noncompleters	1		3		16	0.7%
Students with Disabilities	Dropped Out	1		0		5	3.0%
	Entered GED Program*	0		2		0	0.0%
	Total Noncompleters	1		2		5	3.0%
All Students	Dropped Out	2	0.1%	2	0.1%	12	0.5%
	Entered GED Program*	0	0.0%	3	0.1%	9	0.4%
	Total Noncompleters	2	0.1%	5	0.2%	21	0.9%

\*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	41	108	0
	Number of Students with Disabilities	9	12	0
	Number of All Students	50	120	0
	Percent of Enrollment	4%	9%	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	0	0
	Number of Students with Disabilities	0	0	139
	Number of All Students	0	0	139
	Percent of Enrollment	0%	0%	6%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	820		
Completed and Passed Regents Exams	815	99%	77%
Completed and had Course Average of 75% or More	797	97%	81%
Completed and Attained a HS Diploma or Equivalent	805	98%	96%
Completed and Whose Status is Known	804		
Completed and Were Successfully Placed	803	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	20	9%	30%
Underrepresented Gender Members Who Completed	41	17%	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	29	97%	55	95%	33	100%
German	0	0%	0	0%	0	0%
Italian	92	100%	98	100%	128	98%
Latin	0	0%	0	0%	0	0%
Spanish	348	99%	365	99%	377	98%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	7	100%	0	0%	3	#
Latin	0	0%	0	0%	0	0%
Spanish	14	93%	12	100%	24	88%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	85%	22	95%	19	68%
Science	7	57%	17	47%	20	60%
Reading	2	#	11	55%	4	#
Writing	1	#	1	#	3	#
Global Studies	12	67%	10	40%	4	#
U.S. Hist & Gov't	6	83%	1	#	4	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	12	92%	3	#
Science	4	#	13	54%	6	83%
Reading	3	#	9	100%	5	100%
Writing	5	100%	6	83%	10	100%
Global Studies	10	60%	18	50%	12	75%
U.S. Hist & Gov't	8	100%	5	60%	11	82%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	474	500	569	16	18	18
Number Scoring 55-100	459	475	555	15	12	16
Number Scoring 65-100	432	450	538	11	9	13
Number Scoring 85-100	259	236	335	1	1	2
Percentage of Tested Scoring 55-100	97%	95%	98%	94%	67%	89%
Percentage of Tested Scoring 65-100	91%	90%	95%	69%	50%	72%
Percentage of Tested Scoring 85-100	55%	47%	59%	6%	6%	11%
<b>Mathematics A</b>						
Number Tested	5	546	577	0	19	25
Number Scoring 55-100	3	518	569	0	14	24
Number Scoring 65-100	2	488	558	0	13	22
Number Scoring 85-100	1	207	287	0	2	8
Percentage of Tested Scoring 55-100	60%	95%	99%	0%	74%	96%
Percentage of Tested Scoring 65-100	40%	89%	97%	0%	68%	88%
Percentage of Tested Scoring 85-100	20%	38%	50%	0%	11%	32%
<b>Mathematics B</b>						
Number Tested	0	53	269	0	0	0
Number Scoring 55-100	0	53	261	0	0	0
Number Scoring 65-100	0	53	249	0	0	0
Number Scoring 85-100	0	19	110	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	36%	41%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	436	559	580	13	16	27
Number Scoring 55-100	415	526	551	12	11	25
Number Scoring 65-100	375	504	525	5	6	22
Number Scoring 85-100	119	266	271	0	1	6
Percentage of Tested Scoring 55-100	95%	94%	95%	92%	69%	93%
Percentage of Tested Scoring 65-100	86%	90%	91%	38%	38%	81%
Percentage of Tested Scoring 85-100	27%	48%	47%	0%	6%	22%
<b>U.S. History and Government</b>						
Number Tested	541	494	553	21	19	16
Number Scoring 55-100	514	486	532	17	15	13
Number Scoring 65-100	483	468	521	17	13	10
Number Scoring 85-100	215	253	309	0	0	3
Percentage of Tested Scoring 55-100	95%	98%	96%	81%	79%	81%
Percentage of Tested Scoring 65-100	89%	95%	94%	81%	68%	62%
Percentage of Tested Scoring 85-100	40%	51%	56%	0%	0%	19%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	426	536	561	18	13	23
Number Scoring 55-100	413	528	542	18	13	21
Number Scoring 65-100	406	515	522	14	12	20
Number Scoring 85-100	139	218	179	1	1	3
Percentage of Tested Scoring 55-100	97%	99%	97%	100%	100%	91%
Percentage of Tested Scoring 65-100	95%	96%	93%	78%	92%	87%
Percentage of Tested Scoring 85-100	33%	41%	32%	6%	8%	13%
<b>Physical Setting/Earth Science</b>						
Number Tested	417	593	627	9	24	4
Number Scoring 55-100	406	532	591	9	17	#
Number Scoring 65-100	382	508	547	6	15	#
Number Scoring 85-100	199	234	202	2	5	#
Percentage of Tested Scoring 55-100	97%	90%	94%	100%	71%	#
Percentage of Tested Scoring 65-100	92%	86%	87%	67%	62%	#
Percentage of Tested Scoring 85-100	48%	39%	32%	22%	21%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	95	382	409	1	1	0
Number Scoring 55-100	83	358	386	#	#	0
Number Scoring 65-100	63	287	311	#	#	0
Number Scoring 85-100	3	48	54	#	#	0
Percentage of Tested Scoring 55-100	87%	94%	94%	#	#	0%
Percentage of Tested Scoring 65-100	66%	75%	76%	#	#	0%
Percentage of Tested Scoring 85-100	3%	13%	13%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			27			0
Number Scoring 55-100			26			0
Number Scoring 65-100			25			0
Number Scoring 85-100			14			0
Percentage of Tested Scoring 55-100			96%			0%
Percentage of Tested Scoring 65-100			93%			0%
Percentage of Tested Scoring 85-100			52%			0%

\* 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
<b>Comprehensive French</b>						
Number Tested	22	43	31	0	0	0
Number Scoring 55-100	21	42	31	0	0	0
Number Scoring 65-100	20	41	29	0	0	0
Number Scoring 85-100	12	20	20	0	0	0
Percentage of Tested Scoring 55-100	95%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	95%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	55%	47%	65%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	78	82	91	0	0	3
Number Scoring 55-100	75	80	90	0	0	#
Number Scoring 65-100	72	76	85	0	0	#
Number Scoring 85-100	25	37	40	0	0	#
Percentage of Tested Scoring 55-100	96%	98%	99%	0%	0%	#
Percentage of Tested Scoring 65-100	92%	93%	93%	0%	0%	#
Percentage of Tested Scoring 85-100	32%	45%	44%	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	296	320	361	1	0	6
Number Scoring 55-100	292	309	355	#	0	6
Number Scoring 65-100	280	304	344	#	0	5
Number Scoring 85-100	148	192	203	#	0	2
Percentage of Tested Scoring 55-100	99%	97%	98%	#	0%	100%
Percentage of Tested Scoring 65-100	95%	95%	95%	#	0%	83%
Percentage of Tested Scoring 85-100	50%	60%	56%	#	0%	33%
<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)



## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	461	411	44	6	1	0
Number Scoring 55-100	397	335	23	3	#	0
Number Scoring 65-100	366	292	16	3	#	0
Number Scoring 85-100	178	112	0	2	#	0
Percentage of Tested Scoring 55-100	86%	82%	52%	50%	#	0%
Percentage of Tested Scoring 65-100	79%	71%	36%	50%	#	0%
Percentage of Tested Scoring 85-100	39%	27%	0%	33%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	43	95%	58	66%	60	93%
Students with Disabilities	16	100%	15	53%	5	80%

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
<b>Nov 2003</b>	General-Education Students	575	0%	2%	37%	61%
	Students with Disabilities	80	10%	9%	70%	11%
	All Students	655	1%	3%	41%	55%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	580	0%	14%	67%	19%
	Students with Disabilities	112	3%	46%	50%	1%
	All Students	692	1%	20%	64%	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
<b>Elementary Level</b>						
Social Studies	5	0	0	0	3	2
<b>Middle Level</b>						
Social Studies	6	0	0	1	0	5
<b>Secondary Level</b>						
English Language Arts	17	0	0	1	4	12
Social Studies	16	0	0	2	1	13
Mathematics	17	0	0	1	4	12
Science	16	1	0	2	3	11

## 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	463	463	463	49	49	49	512	512	512
Number Scoring 55–64	8	3	2	13	4	2	21	7	4
Number Scoring 65–84	270	189	233	10	19	21	280	208	254
Number Scoring 85–100	175	265	225	0	1	2	175	266	227
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			47			2
Beginning (0-18)			2			#
Intermediate (19-31)			10			#
Advanced (32-36)			15			#
Proficient (37-39)			20			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			48			2
Beginning (0-14)			12			#
Intermediate (15-24)			12			#
Advanced (25-32)			15			#
Proficient (33-35)			9			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			29			2
Beginning (0-18)			0			#
Intermediate (19-31)			4			#
Advanced (32-36)			7			#
Proficient (37-39)			18			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			30			2
Beginning (0-14)			2			#
Intermediate (15-24)			13			#
Advanced (25-32)			12			#
Proficient (33-35)			3			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			14			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			1			0
Proficient (37-39)			10			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			14			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			6			0
Proficient (33-35)			4			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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			6			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			7			0
Beginning (0-14)			0			0
Intermediate (15-24)			4			0
Advanced (25-32)			2			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			23			0
Beginning (0-18)			2			0
Intermediate (19-31)			12			0
Advanced (32-36)			4			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			23			0
Beginning (0-14)			3			0
Intermediate (15-24)			9			0
Advanced (25-32)			9			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)