

New York State School Report Card Comprehensive Information Report

BEDS Code: 24-08-01-06-0002
 Name: Livonia Senior High School
 Principal: Karen Bennett

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	201	0	0
Eighth	172	0	0
Ninth	185	176	205
Tenth	176	196	178
Eleventh	175	175	180
Twelfth	166	168	169
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1075	715	732

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	7	0.7%	4	0.6%	2	0.3%
Black (Not Hispanic)	12	1.1%	8	1.1%	8	1.1%
Hispanic	7	0.7%	2	0.3%	6	0.8%
White (Not Hispanic)	1049	97.6%	701	98.0%	716	97.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	32	0	0
English Grade 8	24	0	0
Mathematics Grade 8	24	0	0
Science Grade 8	24	0	0
Social Studies Grade 8	24	0	0
English Grade 10	23	23	24
Mathematics Grade 10	23	24	23
Science Grade 10	0	21	25
Social Studies Grade 10	23	23	24

(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
49	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 lower 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	104	9.7%	36	5.0%	39	5.3%

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		94.4%		94.3%		94.5%
Student Suspensions	25	2.4%	31	2.9%	44	6.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.4%	1.7%	4.1%
Public Assistance	11-20%	1-10%	1-10%
Student Stability	97%	95%	96%

Staff Counts

Staff	2002–2003
Total Teachers	48
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*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	141	84	60%	143	86	60%	143	103	72%
Students with Disabilities	14	1	7%	3	0	0%	7	0	0%
All Students	155	85	55%	146	86	59%	150	103	69%

*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	63	45	1	11	29	1
Percent	42%	30%	1%	7%	19%	1%

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)
7	0	4	11

*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			23		18	
	Entered GED Program*			3		2	
	Total Noncompleters			26		20	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	12	1.7%	24	3.4%	19	2.6%
	Entered GED Program*	3	0.4%	3	0.4%	2	0.3%
	Total Noncompleters	15	2.1%	27	3.8%	21	2.9%

*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		0%	0%
2-3		0%	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	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		10	14
	Number of All Students		10	14
	Percent of Enrollment		1%	2%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	0	0%	0	0%	0	0%

(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	2	#	28	75%	9	89%
Science	3	#	1	#	9	11%
Reading	0	0%	1	#	4	#
Writing	0	0%	0	0%	3	#
Global Studies	1	#	7	86%	20	10%
U.S. Hist & Gov't	7	57%	1	#	4	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	2	#	1	#
Science	4	#	0	0%	1	#
Reading	4	#	0	0%	0	0%
Writing	3	#	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	9	44%	6	50%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	167	154	163	20	6	1
Number Scoring 55–100	162	151	160	16	6	#
Number Scoring 65–100	148	144	153	9	3	#
Number Scoring 85–100	55	95	95	0	0	#
Percentage of Tested Scoring 55–100	97%	98%	98%	80%	100%	#
Percentage of Tested Scoring 65–100	89%	94%	94%	45%	50%	#
Percentage of Tested Scoring 85–100	33%	62%	58%	0%	0%	#
Mathematics A						
Number Tested	144	196	206	13	2	0
Number Scoring 55–100	113	140	179	7	#	0
Number Scoring 65–100	85	106	148	3	#	0
Number Scoring 85–100	24	46	39	0	#	0
Percentage of Tested Scoring 55–100	78%	71%	87%	54%	#	0%
Percentage of Tested Scoring 65–100	59%	54%	72%	23%	#	0%
Percentage of Tested Scoring 85–100	17%	23%	19%	0%	#	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	173	170	175	15	1	0
Number Scoring 55–100	170	162	157	13	#	0
Number Scoring 65–100	153	147	146	9	#	0
Number Scoring 85–100	73	48	64	2	#	0
Percentage of Tested Scoring 55–100	98%	95%	90%	87%	#	0%
Percentage of Tested Scoring 65–100	88%	86%	83%	60%	#	0%
Percentage of Tested Scoring 85–100	42%	28%	37%	13%	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	161	158	173	13	7	2
Number Scoring 55–100	146	152	164	9	4	#
Number Scoring 65–100	138	139	159	8	1	#
Number Scoring 85–100	73	55	94	0	0	#
Percentage of Tested Scoring 55–100	91%	96%	95%	69%	57%	#
Percentage of Tested Scoring 65–100	86%	88%	92%	62%	14%	#
Percentage of Tested Scoring 85–100	45%	35%	54%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	215	194	194	31	0	0
Number Scoring 55–100	214	194	190	30	0	0
Number Scoring 65–100	211	192	176	27	0	0
Number Scoring 85–100	73	79	52	2	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	97%	0%	0%
Percentage of Tested Scoring 65–100	98%	99%	91%	87%	0%	0%
Percentage of Tested Scoring 85–100	34%	41%	27%	6%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	91	117	148	9	1	0
Number Scoring 55–100	89	117	144	8	#	0
Number Scoring 65–100	87	112	139	8	#	0
Number Scoring 85–100	58	67	69	5	#	0
Percentage of Tested Scoring 55–100	98%	100%	97%	89%	#	0%
Percentage of Tested Scoring 65–100	96%	96%	94%	89%	#	0%
Percentage of Tested Scoring 85–100	64%	57%	47%	56%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		100	112		0	0
Number Scoring 55–100		99	109		0	0
Number Scoring 65–100		84	86		0	0
Number Scoring 85–100		10	22		0	0
Percentage of Tested Scoring 55–100		99%	97%		0%	0%
Percentage of Tested Scoring 65–100		84%	77%		0%	0%
Percentage of Tested Scoring 85–100		10%	20%		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	36	43	40	1	0	0
Number Scoring 55–100	36	43	40	#	0	0
Number Scoring 65–100	36	43	40	#	0	0
Number Scoring 85–100	21	25	29	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	58%	58%	72%	#	0%	0%
Comprehensive Italian						
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 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	62	48	66	1	0	0
Number Scoring 55–100	62	48	66	#	0	0
Number Scoring 65–100	61	48	66	#	0	0
Number Scoring 85–100	39	36	44	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	63%	75%	67%	#	0%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	150	116	0	7	1	0
Number Scoring 55–100	138	99	0	4	#	0
Number Scoring 65–100	119	82	0	4	#	0
Number Scoring 85–100	69	26	0	1	#	0
Percentage of Tested Scoring 55–100	92%	85%	0%	57%	#	0%
Percentage of Tested Scoring 65–100	79%	71%	0%	57%	#	0%
Percentage of Tested Scoring 85–100	46%	22%	0%	14%	#	0%
Sequential Mathematics, Course III						
Number Tested	105	112	100	4	0	0
Number Scoring 55–100	90	108	82	#	0	0
Number Scoring 65–100	83	100	72	#	0	0
Number Scoring 85–100	50	58	36	#	0	0
Percentage of Tested Scoring 55–100	86%	96%	82%	#	0%	0%
Percentage of Tested Scoring 65–100	79%	89%	72%	#	0%	0%
Percentage of Tested Scoring 85–100	48%	52%	36%	#	0%	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	33	97%	41	0%	59	97%
Students with Disabilities	3	#	6	0%	2	#

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	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	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	145	145	145	11	11	11	156	156	156
Number Scoring 55–64	4	9	1	4	3	2	8	12	3
Number Scoring 65–84	62	64	46	4	1	4	66	65	50
Number Scoring 85–100	69	56	87	0	0	0	69	56	87
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)