

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-05-03-06-0003
 Name: Locust Valley High School
 Principal: Richard Shear

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	0	0	0
Eighth	0	0	0
Ninth	137	168	167
Tenth	147	136	176
Eleventh	139	144	150
Twelfth	137	136	130
Ungraded Secondary	0	0	0
Total K-12 Enrollment	560	584	623

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	5	0.9%	8	1.4%	14	2.2%
Black (Not Hispanic)	13	2.3%	15	2.6%	19	3.0%
Hispanic	42	7.5%	38	6.5%	44	7.1%
White (Not Hispanic)	500	89.3%	523	89.6%	546	87.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	18	20	19
Mathematics Grade 10	22	13	15
Science Grade 10	21	18	20
Social Studies Grade 10	17	25	23

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	24	4.3%	17	2.9%	23	3.7%
Eligible for Free Lunch	5	0.9%	6	1.0%	13	2.1%

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		97.0%		95.0%		95.0%
Student Suspensions	31	5.6%	49	8.7%	33	5.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.4%	1.7%	1.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	46
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	116	93	80%	105	88	84%	106	93	88%
Students with Disabilities	20	7	35%	23	10	43%	16	8	50%
All Students	136	100	74%	128	98	77%	122	101	83%

*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	96	23	0	1	2	0
Percent	79%	19%	0%	1%	2%	0%

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)
16	8	1	17

*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			0		7	
	Entered GED Program*			1		0	
	Total Noncompleters			1		7	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			1		1	
	Total Noncompleters			3		2	
All Students	Dropped Out	0	0.0%	2	0.3%	8	1.3%
	Entered GED Program*	1	0.2%	2	0.3%	1	0.2%
	Total Noncompleters	1	0.2%	4	0.7%	9	1.4%

*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		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

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%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	24	100%

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%	2	#

(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	#	0	0%	2	#
Science	3	#	1	#	2	#
Reading	2	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	3	#	0	0%	1	#
U.S. Hist & Gov't	3	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	89%	4	#	10	100%
Science	3	#	0	0%	0	0%
Reading	3	#	5	100%	4	#
Writing	4	#	4	#	4	#
Global Studies	4	#	3	#	8	75%
U.S. Hist & Gov't	6	33%	8	88%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	126	202	138	27	31	26
Number Scoring 55–100	122	196	136	23	30	26
Number Scoring 65–100	112	186	130	15	27	22
Number Scoring 85–100	55	88	85	1	3	8
Percentage of Tested Scoring 55–100	97%	97%	99%	85%	97%	100%
Percentage of Tested Scoring 65–100	89%	92%	94%	56%	87%	85%
Percentage of Tested Scoring 85–100	44%	44%	62%	4%	10%	31%
Mathematics A						
Number Tested	0	142	164	0	20	34
Number Scoring 55–100	0	131	144	0	16	27
Number Scoring 65–100	0	122	139	0	16	25
Number Scoring 85–100	0	56	42	0	4	4
Percentage of Tested Scoring 55–100	0%	92%	88%	0%	80%	79%
Percentage of Tested Scoring 65–100	0%	86%	85%	0%	80%	74%
Percentage of Tested Scoring 85–100	0%	39%	26%	0%	20%	12%
Mathematics B (first administered June 2001)						
Number Tested	0	0	103	0	0	8
Number Scoring 55–100	0	0	86	0	0	3
Number Scoring 65–100	0	0	65	0	0	3
Number Scoring 85–100	0	0	10	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	83%	0%	0%	38%
Percentage of Tested Scoring 65–100	0%	0%	63%	0%	0%	38%
Percentage of Tested Scoring 85–100	0%	0%	10%	0%	0%	0%
Global History and Geography						
Number Tested	135	137	174	20	24	34
Number Scoring 55–100	133	135	166	18	23	29
Number Scoring 65–100	132	128	154	17	20	25
Number Scoring 85–100	100	83	85	7	3	5
Percentage of Tested Scoring 55–100	99%	99%	95%	90%	96%	85%
Percentage of Tested Scoring 65–100	98%	93%	89%	85%	83%	74%
Percentage of Tested Scoring 85–100	74%	61%	49%	35%	12%	15%
U.S. History and Government (first administered June 2001)						
Number Tested	123	136	140	27	16	27
Number Scoring 55–100	115	128	139	21	12	26
Number Scoring 65–100	106	124	132	18	10	23
Number Scoring 85–100	69	78	98	6	3	10
Percentage of Tested Scoring 55–100	93%	94%	99%	78%	75%	96%
Percentage of Tested Scoring 65–100	86%	91%	94%	67%	62%	85%
Percentage of Tested Scoring 85–100	56%	57%	70%	22%	19%	37%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	261	129	122	43	22	29
Number Scoring 55–100	261	128	120	43	22	27
Number Scoring 65–100	257	123	109	39	20	20
Number Scoring 85–100	61	29	22	1	2	0
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	100%	93%
Percentage of Tested Scoring 65–100	98%	95%	89%	91%	91%	69%
Percentage of Tested Scoring 85–100	23%	22%	18%	2%	9%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	0	127	178	0	20	31
Number Scoring 55–100	0	127	169	0	20	26
Number Scoring 65–100	0	127	167	0	20	26
Number Scoring 85–100	0	77	103	0	6	7
Percentage of Tested Scoring 55–100	0%	100%	95%	0%	100%	84%
Percentage of Tested Scoring 65–100	0%	100%	94%	0%	100%	84%
Percentage of Tested Scoring 85–100	0%	61%	58%	0%	30%	23%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		102	111		7	7
Number Scoring 55–100		99	107		7	7
Number Scoring 65–100		92	84		7	5
Number Scoring 85–100		16	13		1	0
Percentage of Tested Scoring 55–100		97%	96%		100%	100%
Percentage of Tested Scoring 65–100		90%	76%		100%	71%
Percentage of Tested Scoring 85–100		16%	12%		14%	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	24	23	31	0	0	2
Number Scoring 55–100	24	23	30	0	0	#
Number Scoring 65–100	24	21	30	0	0	#
Number Scoring 85–100	18	10	16	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	91%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	75%	43%	52%	0%	0%	#
Comprehensive Italian						
Number Tested	20	12	20	0	0	3
Number Scoring 55–100	20	12	20	0	0	#
Number Scoring 65–100	19	12	20	0	0	#
Number Scoring 85–100	16	10	5	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	80%	83%	25%	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	56	75	72	2	0	2
Number Scoring 55–100	56	73	72	#	0	#
Number Scoring 65–100	56	73	72	#	0	#
Number Scoring 85–100	45	60	58	#	0	#
Percentage of Tested Scoring 55–100	100%	97%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	97%	100%	#	0%	#
Percentage of Tested Scoring 85–100	80%	80%	81%	#	0%	#
Comprehensive Latin						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	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	120	0	2	15	0	0
Number Scoring 55–100	106	0	#	11	0	0
Number Scoring 65–100	97	0	#	10	0	0
Number Scoring 85–100	58	0	#	3	0	0
Percentage of Tested Scoring 55–100	88%	0%	#	73%	0%	0%
Percentage of Tested Scoring 65–100	81%	0%	#	67%	0%	0%
Percentage of Tested Scoring 85–100	48%	0%	#	20%	0%	0%
Sequential Mathematics, Course III						
Number Tested	127	102	5	10	6	1
Number Scoring 55–100	106	83	2	7	5	#
Number Scoring 65–100	94	77	2	5	5	#
Number Scoring 85–100	51	35	0	2	2	#
Percentage of Tested Scoring 55–100	83%	81%	40%	70%	83%	#
Percentage of Tested Scoring 65–100	74%	75%	40%	50%	83%	#
Percentage of Tested Scoring 85–100	40%	34%	0%	20%	33%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	2	#	7	57%
Students with Disabilities	1	#	3	#	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	117	117	117	20	20	20	137	137	137
Number Scoring 55–64	3	6	0	1	1	1	4	7	1
Number Scoring 65–84	22	38	53	8	6	12	30	44	65
Number Scoring 85–100	88	71	57	9	6	2	97	77	59
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)