

New York State District Report Card Comprehensive Information Report

BEDS Code: 59-13-02-04-0000

Name: Livingston Manor Central School District

Superintendent: Debra Lynker

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	18	15	17
Kindergarten	48	39	45
First	57	59	41
Second	57	58	53
Third	54	46	53
Fourth	55	47	40
Fifth	53	55	47
Sixth	54	57	56
Ungraded Elementary	0	0	0
Seventh	58	50	58
Eighth	55	52	47
Ninth	68	67	63
Tenth	53	53	45
Eleventh	38	45	54
Twelfth	33	38	43
Ungraded Secondary	0	0	0
Total K-12 Enrollment	683	666	645

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	10	1.5%	14	2.1%	16	2.5%
Black (Not Hispanic)	61	8.9%	48	7.2%	54	8.4%
Hispanic	66	9.7%	74	11.1%	73	11.3%
White (Not Hispanic)	546	79.9%	530	79.6%	502	77.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	16	13	15
Common Branch	18	18	16
English Grade 8	19	17	10
Mathematics Grade 8	18	17	17
Science Grade 8	18	20	16
Social Studies Grade 8	20	17	15
English Grade 10	16	19	14
Mathematics Grade 10	1	0	0
Science Grade 10	20	18	15
Social Studies Grade 10	19	20	18

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high 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	7	1.0%	7	1.0%	8	1.2%
Eligible for Free Lunch	131	19.2%	237	35.6%	214	33.2%

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		93.3%		93.4%		94.0%
Student Suspensions	68	10.0%	71	10.4%	82	12.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.1%	8.3%	9.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	65
Total Other Professional Staff	12
Total Paraprofessionals	22
Teaching Out of Certification*	9
Teachers with Temporary Licenses	2

*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	33	13	39%	25	13	52%	37	21	57%
Students with Disabilities	2	0	0%	6	0	0%	4	0	0%
All Students	35	13	37%	31	13	42%	41	21	51%

*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	9	27	0	0	4	1
Percent	22%	66%	0%	0%	10%	2%

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)
4	0	3	7

*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			4		2	
	Entered GED Program*			3		12	
	Total Noncompleters			7		14	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			1		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	7	3.6%	5	2.5%	3	1.5%
	Entered GED Program*	3	1.6%	4	2.0%	12	5.9%
	Total Noncompleters	10	5.2%	9	4.4%	15	7.3%

*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		100%	0%
2-3		100%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		94	0
	Number of Students with Disabilities		8	0
	Number of All Students		102	0
	Percent of Enrollment		100%	0%
6-8	Number of General-Education Students		94	0
	Number of Students with Disabilities		15	0
	Number of All Students		109	0
	Percent of Enrollment		69%	0%
9-12	Number of General-Education Students		176	0
	Number of Students with Disabilities		27	0
	Number of All Students		203	0
	Percent of Enrollment		100%	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%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	42	79%	55	80%	41	93%

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	1	#	5	40%	3	#

(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	0	0%	2	#	4	#
Science	3	#	2	#	5	60%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	3	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	3	#	7	100%
Science	6	83%	4	#	11	82%
Reading	7	100%	4	#	6	83%
Writing	6	100%	5	80%	5	100%
Global Studies	3	#	2	#	1	#
U.S. Hist & Gov't	3	#	2	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	38	50	51	4	6	6
Number Scoring 55–100	32	45	38	#	2	2
Number Scoring 65–100	25	42	34	#	1	1
Number Scoring 85–100	7	19	9	#	0	1
Percentage of Tested Scoring 55–100	84%	90%	75%	#	33%	33%
Percentage of Tested Scoring 65–100	66%	84%	67%	#	17%	17%
Percentage of Tested Scoring 85–100	18%	38%	18%	#	0%	17%
Mathematics A						
Number Tested	41	64	62	3	3	9
Number Scoring 55–100	33	49	39	#	#	1
Number Scoring 65–100	23	39	32	#	#	1
Number Scoring 85–100	9	9	9	#	#	0
Percentage of Tested Scoring 55–100	80%	77%	63%	#	#	11%
Percentage of Tested Scoring 65–100	56%	61%	52%	#	#	11%
Percentage of Tested Scoring 85–100	22%	14%	15%	#	#	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	68	64	48	9	12	3
Number Scoring 55–100	61	61	44	9	9	#
Number Scoring 65–100	39	48	37	1	3	#
Number Scoring 85–100	12	10	11	0	0	#
Percentage of Tested Scoring 55–100	90%	95%	92%	100%	75%	#
Percentage of Tested Scoring 65–100	57%	75%	77%	11%	25%	#
Percentage of Tested Scoring 85–100	18%	16%	23%	0%	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	36	49	52	1	7	5
Number Scoring 55–100	32	43	48	#	6	2
Number Scoring 65–100	25	31	45	#	1	2
Number Scoring 85–100	15	11	21	#	0	1
Percentage of Tested Scoring 55–100	89%	88%	92%	#	86%	40%
Percentage of Tested Scoring 65–100	69%	63%	87%	#	14%	40%
Percentage of Tested Scoring 85–100	42%	22%	40%	#	0%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	36	59	45	1	7	5
Number Scoring 55–100	35	55	44	#	4	4
Number Scoring 65–100	33	46	40	#	1	2
Number Scoring 85–100	8	13	13	#	1	0
Percentage of Tested Scoring 55–100	97%	93%	98%	#	57%	80%
Percentage of Tested Scoring 65–100	92%	78%	89%	#	14%	40%
Percentage of Tested Scoring 85–100	22%	22%	29%	#	14%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	25	43	65	1	2	2
Number Scoring 55–100	22	35	56	#	#	#
Number Scoring 65–100	20	24	45	#	#	#
Number Scoring 85–100	10	4	7	#	#	#
Percentage of Tested Scoring 55–100	88%	81%	86%	#	#	#
Percentage of Tested Scoring 65–100	80%	56%	69%	#	#	#
Percentage of Tested Scoring 85–100	40%	9%	11%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		24	24		0	1
Number Scoring 55–100		21	24		0	#
Number Scoring 65–100		17	20		0	#
Number Scoring 85–100		2	4		0	#
Percentage of Tested Scoring 55–100		88%	100%		0%	#
Percentage of Tested Scoring 65–100		71%	83%		0%	#
Percentage of Tested Scoring 85–100		8%	17%		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	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 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	52	35	24	0	1	1
Number Scoring 55–100	52	35	24	0	#	#
Number Scoring 65–100	49	35	24	0	#	#
Number Scoring 85–100	25	22	10	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	94%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	48%	63%	42%	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	3	1	0	0	0	0
Number Scoring 55–100	#	#	0	0	0	0
Number Scoring 65–100	#	#	0	0	0	0
Number Scoring 85–100	#	#	0	0	0	0
Percentage of Tested Scoring 55–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	21	24	8	0	0	0
Number Scoring 55–100	16	8	2	0	0	0
Number Scoring 65–100	15	6	1	0	0	0
Number Scoring 85–100	7	2	1	0	0	0
Percentage of Tested Scoring 55–100	76%	33%	25%	0%	0%	0%
Percentage of Tested Scoring 65–100	71%	25%	12%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	8%	12%	0%	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	49	94%	63	98%	9	100%
Students with Disabilities	7	86%	11	82%	6	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	47	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	48	0%	10%	56%	33%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	42	0%	57%	40%	2%
	Students with Disabilities	8	13%	75%	13%	0%
	All Students	50	2%	60%	36%	2%

(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	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	36	36	36	8	8	8	44	44	44
Number Scoring 55–64	7	7	5	4	4	5	11	11	10
Number Scoring 65–84	19	15	21	1	1	0	20	16	21
Number Scoring 85–100	10	12	10	0	0	0	10	12	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)