

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 49-06-01-06-0003  
 Name: Lansingburgh Senior High School  
 Principal: David J. Kissick

Grade Range : 9-12

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	216	209	257
Tenth	145	170	171
Eleventh	129	133	145
Twelfth	129	124	138
Ungraded Secondary	43	74	34
Total K-12 Enrollment	662	710	745

### 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	2	0.3%	8	1.1%	10	1.3%
Black (Not Hispanic)	67	10.1%	88	12.4%	107	14.4%
Hispanic	17	2.6%	15	2.1%	11	1.5%
White (Not Hispanic)	576	87.0%	599	84.4%	617	82.8%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	21	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	26	28	23
Mathematics Grade 10	23	24	26
Science Grade 10	19	24	20
Social Studies Grade 10	24	30	23

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
43	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.2%	2	0.3%	3	0.4%
<b>Eligible for Free Lunch</b>	171	25.8%	190	26.8%	167	22.4%

**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>		91.4%		92.1%		90.8%
<b>Student Suspensions</b>	115	18.2%	123	18.6%	58	8.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	9.2%	9.4%	9.0%
<b>Public Assistance</b>	31-40%	31-40%	41-50%
<b>Student Stability</b>	78%	97%	94%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	50
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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	94	58	62%	122	45	37%	97	56	58%
Students with Disabilities	10	0	0%	6	0	0%	12	1	8%
All Students	104	58	56%	128	45	35%	109	57	52%

\*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	38	66	0	2	3	0
Percent	35%	61%	0%	2%	3%	0%

## 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)
12	1	8	20

\*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	17		8		11	1.5%
	Entered GED Program*	25		16		21	2.8%
	Total Noncompleters	42		24		32	4.3%
Students with Disabilities	Dropped Out	3		6		5	3.0%
	Entered GED Program*	1		2		1	0.6%
	Total Noncompleters	4		8		6	3.6%
All Students	Dropped Out	20	3.0%	14	2.0%	16	1.8%
	Entered GED Program*	26	3.9%	18	2.5%	22	2.4%
	Total Noncompleters	46	6.9%	32	4.5%	38	4.2%

\*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	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	289	523	639
	Number of Students with Disabilities	72	113	106
	Number of All Students	361	636	745
	Percent of Enrollment	55%	90%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion 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	28	61%	48	60%	45	71%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	64	72%	24	92%	81	62%

## 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	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	0	0%	1	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	100%	6	83%
Science	2	#	3	#	6	100%
Reading	1	#	1	#	6	83%
Writing	0	0%	2	#	5	100%
Global Studies	1	#	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	92%	36	81%	34	85%
Science	32	91%	36	58%	33	61%
Reading	57	91%	26	69%	32	41%
Writing	18	72%	43	72%	20	100%
Global Studies	8	100%	11	82%	5	100%
U.S. Hist & Gov't	2	#	2	#	5	80%

(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	131	144	155	6	12	13
Number Scoring 55–100	123	113	142	5	7	6
Number Scoring 65–100	108	104	117	4	5	3
Number Scoring 85–100	29	25	37	0	0	0
Percentage of Tested Scoring 55–100	94%	78%	92%	83%	58%	46%
Percentage of Tested Scoring 65–100	82%	72%	75%	67%	42%	23%
Percentage of Tested Scoring 85–100	22%	17%	24%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	101	178	197	1	17	10
Number Scoring 55–100	85	124	184	#	7	9
Number Scoring 65–100	68	99	161	#	3	6
Number Scoring 85–100	25	26	31	#	0	0
Percentage of Tested Scoring 55–100	84%	70%	93%	#	41%	90%
Percentage of Tested Scoring 65–100	67%	56%	82%	#	18%	60%
Percentage of Tested Scoring 85–100	25%	15%	16%	#	0%	0%
<b>Mathematics B</b>						
Number Tested	1	0	55	0	0	0
Number Scoring 55–100	#	0	45	0	0	0
Number Scoring 65–100	#	0	33	0	0	0
Number Scoring 85–100	#	0	10	0	0	0
Percentage of Tested Scoring 55–100	#	0%	82%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	60%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	18%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	150	179	193	12	20	13
Number Scoring 55–100	133	123	168	9	6	9
Number Scoring 65–100	104	87	139	5	3	6
Number Scoring 85–100	12	24	28	0	0	0
Percentage of Tested Scoring 55–100	89%	69%	87%	75%	30%	69%
Percentage of Tested Scoring 65–100	69%	49%	72%	42%	15%	46%
Percentage of Tested Scoring 85–100	8%	13%	15%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	147	151	130	9	13	9
Number Scoring 55–100	133	136	122	6	10	6
Number Scoring 65–100	103	126	108	5	10	5
Number Scoring 85–100	14	38	53	1	1	1
Percentage of Tested Scoring 55–100	90%	90%	94%	67%	77%	67%
Percentage of Tested Scoring 65–100	70%	83%	83%	56%	77%	56%
Percentage of Tested Scoring 85–100	10%	25%	41%	11%	8%	11%

(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	183	178	185	10	16	17
Number Scoring 55–100	179	153	171	9	10	15
Number Scoring 65–100	168	121	146	6	5	10
Number Scoring 85–100	37	14	23	0	0	1
Percentage of Tested Scoring 55–100	98%	86%	92%	90%	62%	88%
Percentage of Tested Scoring 65–100	92%	68%	79%	60%	31%	59%
Percentage of Tested Scoring 85–100	20%	8%	12%	0%	0%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	15	92	113	0	1	1
Number Scoring 55–100	11	85	102	0	#	#
Number Scoring 65–100	8	72	88	0	#	#
Number Scoring 85–100	0	31	33	0	#	#
Percentage of Tested Scoring 55–100	73%	92%	90%	0%	#	#
Percentage of Tested Scoring 65–100	53%	78%	78%	0%	#	#
Percentage of Tested Scoring 85–100	0%	34%	29%	0%	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	102	102	58	1	1	0
Number Scoring 55–100	84	89	46	#	#	0
Number Scoring 65–100	46	57	37	#	#	0
Number Scoring 85–100	2	7	8	#	#	0
Percentage of Tested Scoring 55–100	82%	87%	79%	#	#	0%
Percentage of Tested Scoring 65–100	45%	56%	64%	#	#	0%
Percentage of Tested Scoring 85–100	2%	7%	14%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			21			0
Number Scoring 55–100			21			0
Number Scoring 65–100			20			0
Number Scoring 85–100			4			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			95%			0%
Percentage of Tested Scoring 85–100			19%			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	14	15	10	0	0	0
Number Scoring 55–100	13	15	9	0	0	0
Number Scoring 65–100	13	14	7	0	0	0
Number Scoring 85–100	3	7	4	0	0	0
Percentage of Tested Scoring 55–100	93%	100%	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	93%	70%	0%	0%	0%
Percentage of Tested Scoring 85–100	21%	47%	40%	0%	0%	0%
<b>Comprehensive Italian</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 German</b>						
Number Tested	0	1	0	0	1	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%
<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	38	48	42	0	0	0
Number Scoring 55–100	37	46	42	0	0	0
Number Scoring 65–100	35	42	39	0	0	0
Number Scoring 85–100	17	14	21	0	0	0
Percentage of Tested Scoring 55–100	97%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	88%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	45%	29%	50%	0%	0%	0%
<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	83	74	5	0	0	0
Number Scoring 55–100	72	52	5	0	0	0
Number Scoring 65–100	67	42	5	0	0	0
Number Scoring 85–100	24	17	0	0	0	0
Percentage of Tested Scoring 55–100	87%	70%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	81%	57%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	29%	23%	0%	0%	0%	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	12	100%	25	100%	35	89%
Students with Disabilities	1	#	3	#	2	#

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	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
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

## 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	114	114	114	25	25	25	139	139	139
Number Scoring 55–64	11	6	7	3	0	4	14	6	11
Number Scoring 65–84	83	61	72	8	7	7	91	68	79
Number Scoring 85–100	11	37	30	0	2	0	11	39	30
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 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)