

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 63-08-01-04-0001  
 Name: Hadley-Luzerne High School  
 Principal: Beecher Baker Jr

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	99	93	103
Tenth	95	94	90
Eleventh	90	87	87
Twelfth	69	84	76
Ungraded Secondary	8	9	11
Total K-12 Enrollment	361	367	367

### 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	1	0.3%	0	0.0%	2	0.5%
Black (Not Hispanic)	5	1.4%	3	0.8%	5	1.4%
Hispanic	4	1.1%	3	0.8%	6	1.6%
White (Not Hispanic)	351	97.2%	361	98.4%	354	96.5%

### 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	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	16	15
Mathematics Grade 10	0	0	18
Science Grade 10	18	0	18
Social Studies Grade 10	19	0	0

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
51	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 higher 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>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	56	15.5%	67	18.3%	74	20.2%

**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>		92.2%		93.8%		93.8%
<b>Student Suspensions</b>	12	3.2%	6	1.7%	12	3.3%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	5.8%	6.5%	9.0%
<b>Public Assistance</b>	21-30%	21-30%	21-30%
<b>Student Stability</b>	100%	100%	96%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	34
Total Other Professional Staff	3
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	54	27	50%	66	41	62%	74	37	50%
Students with Disabilities	3	0	0%	5	1	20%	1	0	0%
All Students	57	27	47%	71	42	59%	75	37	49%

\*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	16	33	5	1	20	0
Percent	21%	44%	7%	1%	27%	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)
1	0	4	5

\*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	4		7		2	0.6%
	Entered GED Program*	0		2		12	3.9%
	Total Noncompleters	4		9		14	4.5%
Students with Disabilities	Dropped Out	1		2		5	8.1%
	Entered GED Program*	0		1		4	6.5%
	Total Noncompleters	1		3		9	14.5%
All Students	Dropped Out	5	1.4%	9	2.5%	7	1.9%
	Entered GED Program*	0	0.0%	3	0.8%	16	4.3%
	Total Noncompleters	5	1.4%	12	3.3%	23	6.2%

\*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	338	300	0
	Number of Students with Disabilities	15	58	0
	Number of All Students	353	358	0
	Percent of Enrollment	98%	98%	0%

## 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	41	95%	34	88%	22	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	40	90%	37	86%	17	53%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	2	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	2	#	0	0%

# 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%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
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	3	#	0	0%	7	0%
Science	1	#	4	#	1	#
Reading	3	#	4	#	6	0%
Writing	3	#	0	0%	5	0%
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(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	79	72	92	4	6	17
Number Scoring 55–100	75	65	79	#	4	7
Number Scoring 65–100	73	56	70	#	2	5
Number Scoring 85–100	42	31	19	#	0	0
Percentage of Tested Scoring 55–100	95%	90%	86%	#	67%	41%
Percentage of Tested Scoring 65–100	92%	78%	76%	#	33%	29%
Percentage of Tested Scoring 85–100	53%	43%	21%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	8	61	144	1	3	20
Number Scoring 55–100	7	57	139	#	#	15
Number Scoring 65–100	4	50	126	#	#	14
Number Scoring 85–100	0	27	27	#	#	2
Percentage of Tested Scoring 55–100	88%	93%	97%	#	#	75%
Percentage of Tested Scoring 65–100	50%	82%	88%	#	#	70%
Percentage of Tested Scoring 85–100	0%	44%	19%	#	#	10%
<b>Mathematics B</b>						
Number Tested	0	0	29	0	0	0
Number Scoring 55–100	0	0	28	0	0	0
Number Scoring 65–100	0	0	26	0	0	0
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	83	92	94	6	21	8
Number Scoring 55–100	82	80	77	6	12	6
Number Scoring 65–100	73	70	52	5	10	4
Number Scoring 85–100	14	24	9	0	4	0
Percentage of Tested Scoring 55–100	99%	87%	82%	100%	57%	75%
Percentage of Tested Scoring 65–100	88%	76%	55%	83%	48%	50%
Percentage of Tested Scoring 85–100	17%	26%	10%	0%	19%	0%
<b>U.S. History and Government</b>						
Number Tested	76	79	73	4	6	9
Number Scoring 55–100	75	78	71	#	6	8
Number Scoring 65–100	66	74	64	#	6	6
Number Scoring 85–100	26	44	38	#	2	5
Percentage of Tested Scoring 55–100	99%	99%	97%	#	100%	89%
Percentage of Tested Scoring 65–100	87%	94%	88%	#	100%	67%
Percentage of Tested Scoring 85–100	34%	56%	52%	#	33%	56%

(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	79	90	79	7	23	5
Number Scoring 55–100	78	83	78	6	17	5
Number Scoring 65–100	78	79	72	6	14	4
Number Scoring 85–100	23	32	15	1	2	0
Percentage of Tested Scoring 55–100	99%	92%	99%	86%	74%	100%
Percentage of Tested Scoring 65–100	99%	88%	91%	86%	61%	80%
Percentage of Tested Scoring 85–100	29%	36%	19%	14%	9%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	64	56	59	2	3	4
Number Scoring 55–100	64	53	52	#	#	#
Number Scoring 65–100	62	46	41	#	#	#
Number Scoring 85–100	34	11	12	#	#	#
Percentage of Tested Scoring 55–100	100%	95%	88%	#	#	#
Percentage of Tested Scoring 65–100	97%	82%	69%	#	#	#
Percentage of Tested Scoring 85–100	53%	20%	20%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	32	38	44	2	0	2
Number Scoring 55–100	32	36	44	#	0	#
Number Scoring 65–100	32	33	43	#	0	#
Number Scoring 85–100	12	6	9	#	0	#
Percentage of Tested Scoring 55–100	100%	95%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	87%	98%	#	0%	#
Percentage of Tested Scoring 85–100	38%	16%	20%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			21			0
Number Scoring 55–100			18			0
Number Scoring 65–100			16			0
Number Scoring 85–100			1			0
Percentage of Tested Scoring 55–100			86%			0%
Percentage of Tested Scoring 65–100			76%			0%
Percentage of Tested Scoring 85–100			5%			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	19	42	0	0	0	0
Number Scoring 55–100	19	42	0	0	0	0
Number Scoring 65–100	19	42	0	0	0	0
Number Scoring 85–100	4	30	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	21%	71%	0%	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	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	18	32	0	0	0	0
Number Scoring 55–100	18	32	0	0	0	0
Number Scoring 65–100	18	32	0	0	0	0
Number Scoring 85–100	11	20	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	61%	62%	0%	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	47	42	1	0	0	0
Number Scoring 55–100	45	40	#	0	0	0
Number Scoring 65–100	43	37	#	0	0	0
Number Scoring 85–100	26	21	#	0	0	0
Percentage of Tested Scoring 55–100	96%	95%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	88%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	50%	#	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	36	100%	35	77%	17	100%
Students with Disabilities	5	80%	5	100%	0	0%

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	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

## 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	69	69	69	1	1	1	70	70	70
Number Scoring 55–64	#	#	#	#	#	#	1	5	0
Number Scoring 65–84	#	#	#	#	#	#	54	25	39
Number Scoring 85–100	#	#	#	#	#	#	14	40	29
Approved Alternatives	#	#	#	#	#	#	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)