

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 59-09-01-06-0006  
 Name: Liberty High School  
 Principal: Jack Strassman

Grade Range : 8-12

### Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	163	171	139
Ninth	168	197	180
Tenth	164	133	182
Eleventh	110	138	129
Twelfth	124	109	126
Ungraded Secondary	45	0	0
Total K-12 Enrollment	774	748	756

### Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	19	2.5%	17	2.3%	19	2.5%
Black (Not Hispanic)	88	11.4%	89	11.9%	83	11.0%
Hispanic	100	12.9%	111	14.8%	130	17.2%
White (Not Hispanic)	567	73.3%	531	71.0%	524	69.3%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	0	27
Mathematics Grade 8	24	27	23
Science Grade 8	25	22	18
Social Studies Grade 8	20	15	22
English Grade 10	20	18	21
Mathematics Grade 10	16	14	21
Science Grade 10	19	22	22
Social Studies Grade 10	23	18	23

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural 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>
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	14	1.8%	14	1.9%	15	2.0%
<b>Eligible for Free Lunch</b>	180	23.3%	256	34.2%	218	28.8%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</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>		89.2%		89.9%		88.1%
<b>Student Suspensions</b>	120	18.6%	167	21.6%	142	19.0%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	7.5%	9.8%	6.4%
<b>Public Assistance</b>	1-10%	11-20%	11-20%
<b>Student Stability</b>	95%	100%	98%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	55
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	107	68	89
	Regents Diplomas	62	54	77
	% Regents Diplomas	58%	79%	87%
	Regents Diplomas with Advanced Designation**			39
	% Regents Diplomas with Advanced Designation			44%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	8	7	5
	Regents Diplomas	1	0	1
	% Regents Diplomas	12%	0%	20%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	3	13	12
All Students	Total Graduates*	115	75	94
	Regents Diplomas	63	54	78
	% Regents Diplomas	55%	72%	83%
	Regents Diplomas with Advanced Designation**			39
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates	3	13	12

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	39	34	1	2	7	1	5	0
	Percent	44%	38%	1%	2%	8%	1%	6%	0%
Students with Disabilities	Number	1	4	0	0	0	0	0	0
	Percent	20%	80%	0%	0%	0%	0%	0%	0%
All Students	Number	40	38	1	2	7	1	5	0
	Percent	43%	40%	1%	2%	7%	1%	5%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	18		15	3.1%	18	3.4%
	Entered GED Program*	1		7	1.5%	13	2.5%
	Total Noncompleters	19		22	4.6%	31	5.8%
Students with Disabilities	Dropped Out	1		5	4.9%	5	5.4%
	Entered GED Program*	0		1	1.0%	0	0.0%
	Total Noncompleters	1		6	5.9%	5	5.4%
All Students	Dropped Out	19	3.2%	20	3.4%	23	3.7%
	Entered GED Program*	1	0.2%	8	1.4%	13	2.1%
	Total Noncompleters	20	3.3%	28	4.8%	36	5.8%

\*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	2002-03	2003-04	2004-05
<b>K-1</b>	0%	0%	0%
<b>2-3</b>	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	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%
<b>6-8</b>	Number of General-Education Students	120	161	0
	Number of Students with Disabilities	30	20	0
	Number of All Students	150	181	0
	Percent of Enrollment	87%	106%	0%
<b>9-12</b>	Number of General-Education Students	451	492	151
	Number of Students with Disabilities	115	131	29
	Number of All Students	566	623	180
	Percent of Enrollment	94%	108%	29%

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	25	100%	17	100%	19	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	22	95%	21	95%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	5	100%	1	#
Science	1	#	0	0%	0	0%
Reading	2	#	1	#	1	#
Writing	2	#	3	#	2	#
Global Studies	4	#	3	#	1	#
U.S. Hist & Gov't	3	#	3	#	2	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	100%	26	73%	4	#
Science	15	67%	12	50%	6	83%
Reading	7	71%	7	71%	7	43%
Writing	8	100%	11	55%	6	83%
Global Studies	9	100%	12	50%	6	83%
U.S. Hist & Gov't	10	100%	11	64%	7	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	111	117	111	12	13	6
Number Scoring 55-100	103	105	105	7	4	2
Number Scoring 65-100	101	98	98	6	2	1
Number Scoring 85-100	58	56	34	2	0	0
Percentage of Tested Scoring 55-100	93%	90%	95%	58%	31%	33%
Percentage of Tested Scoring 65-100	91%	84%	88%	50%	15%	17%
Percentage of Tested Scoring 85-100	52%	48%	31%	17%	0%	0%
<b>Mathematics A</b>						
Number Tested	48	104	90	1	4	1
Number Scoring 55-100	47	102	90	#	#	#
Number Scoring 65-100	45	99	85	#	#	#
Number Scoring 85-100	7	33	23	#	#	#
Percentage of Tested Scoring 55-100	98%	98%	100%	#	#	#
Percentage of Tested Scoring 65-100	94%	95%	94%	#	#	#
Percentage of Tested Scoring 85-100	15%	32%	26%	#	#	#
<b>Mathematics B</b>						
Number Tested	0	48	46	0	0	0
Number Scoring 55-100	0	44	42	0	0	0
Number Scoring 65-100	0	41	36	0	0	0
Number Scoring 85-100	0	11	9	0	0	0
Percentage of Tested Scoring 55-100	0%	92%	91%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	85%	78%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	23%	20%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	230	120	139	25	11	18
Number Scoring 55-100	209	102	112	15	6	8
Number Scoring 65-100	189	93	86	11	5	5
Number Scoring 85-100	69	38	32	1	0	0
Percentage of Tested Scoring 55-100	91%	85%	81%	60%	55%	44%
Percentage of Tested Scoring 65-100	82%	78%	62%	44%	45%	28%
Percentage of Tested Scoring 85-100	30%	32%	23%	4%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	117	123	126	12	13	10
Number Scoring 55-100	107	105	101	9	7	3
Number Scoring 65-100	86	79	82	3	1	2
Number Scoring 85-100	28	36	24	0	0	0
Percentage of Tested Scoring 55-100	91%	85%	80%	75%	54%	30%
Percentage of Tested Scoring 65-100	74%	64%	65%	25%	8%	20%
Percentage of Tested Scoring 85-100	24%	29%	19%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	224	130	124	14	11	13
Number Scoring 55-100	214	125	113	8	7	8
Number Scoring 65-100	196	113	98	4	4	4
Number Scoring 85-100	42	22	23	0	0	0
Percentage of Tested Scoring 55-100	96%	96%	91%	57%	64%	62%
Percentage of Tested Scoring 65-100	88%	87%	79%	29%	36%	31%
Percentage of Tested Scoring 85-100	19%	17%	19%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	192	139	145	14	19	20
Number Scoring 55-100	171	115	122	5	4	11
Number Scoring 65-100	159	95	107	3	4	4
Number Scoring 85-100	84	33	41	0	0	0
Percentage of Tested Scoring 55-100	89%	83%	84%	36%	21%	55%
Percentage of Tested Scoring 65-100	83%	68%	74%	21%	21%	20%
Percentage of Tested Scoring 85-100	44%	24%	28%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	79	36	34	0	0	0
Number Scoring 55-100	76	30	33	0	0	0
Number Scoring 65-100	66	22	27	0	0	0
Number Scoring 85-100	9	4	4	0	0	0
Percentage of Tested Scoring 55-100	96%	83%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	84%	61%	79%	0%	0%	0%
Percentage of Tested Scoring 85-100	11%	11%	12%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		30	20		0	0
Number Scoring 55-100		20	20		0	0
Number Scoring 65-100		17	16		0	0
Number Scoring 85-100		3	4		0	0
Percentage of Tested Scoring 55-100		67%	100%		0%	0%
Percentage of Tested Scoring 65-100		57%	80%		0%	0%
Percentage of Tested Scoring 85-100		10%	20%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	36	29	21	0	0	0
Number Scoring 55-100	35	29	21	0	0	0
Number Scoring 65-100	35	28	21	0	0	0
Number Scoring 85-100	20	11	8	0	0	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	56%	38%	38%	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	56	37	29	0	0	1
Number Scoring 55-100	56	35	29	0	0	#
Number Scoring 65-100	52	35	29	0	0	#
Number Scoring 85-100	35	25	17	0	0	#
Percentage of Tested Scoring 55-100	100%	95%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	93%	95%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	62%	68%	59%	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)



## Elementary-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>Nov 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%

## Middle-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>June 2005</b>	General-Education Students	107	2%	36%	53%	9%
	Students with Disabilities	19	26%	58%	16%	0%
	All Students	126	6%	39%	48%	8%

(Form – I)

# New York State Alternate Assessments (NYSAA) 2004–05

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

## 2001 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	106	106	106	26	26	26	132	132	132
Number Scoring 55–64	8	18	0	1	6	4	9	24	4
Number Scoring 65–84	47	41	57	6	3	5	53	44	62
Number Scoring 85–100	40	35	40	0	0	0	40	35	40
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		1	3		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		1	3		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		13	12		1	1
Beginning		2	0		#	#
Intermediate		5	4		#	#
Advanced		1	4		#	#
Proficient		5	4		#	#
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		13	12		1	1
Beginning		4	1		#	#
Intermediate		5	5		#	#
Advanced		3	4		#	#
Proficient		1	2		#	#

\*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)