

New York State School Report Card Comprehensive Information Report

BEDS Code: 10-16-01-04-0003

Grade Range : 7-12

Name: New Lebanon Junior-Senior High School

Principal: Patricia Ackley

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	59	58	63
Eighth	58	56	63
Ninth	47	61	56
Tenth	48	49	66
Eleventh	38	42	51
Twelfth	50	41	36
Ungraded Secondary	0	0	0
Total K-12 Enrollment	300	307	335

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	4	1.3%	5	1.6%	5	1.5%
Black (Not Hispanic)	7	2.3%	5	1.6%	9	2.7%
Hispanic	0	0.0%	0	0.0%	2	0.6%
White (Not Hispanic)	289	96.3%	297	96.7%	319	95.2%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	21	21
Mathematics Grade 8	0	17	0
Science Grade 8	16	17	21
Social Studies Grade 8	19	18	8
English Grade 10	0	15	21
Mathematics Grade 10	16	0	0
Science Grade 10	0	0	6
Social Studies Grade 10	0	16	23

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
50	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 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	40	13.3%	53	17.3%	45	13.4%

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%		93.7%		95.1%
Student Suspensions	43	14.0%	25	8.3%	19	6.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.7%	6.8%	8.1%
Public Assistance	1-10%	21-30%	21-30%
Student Stability	94%	90%	97%

Staff Counts

Staff	2002–2003
Total Teachers	30
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	40	23	57%	29	20	69%	25	21	84%
Students with Disabilities	3	0	0%	5	0	0%	7	3	43%
All Students	43	23	53%	34	20	59%	32	24	75%

*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	12	18	0	0	2	0
Percent	38%	56%	0%	0%	6%	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)
7	3	0	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			3		5	
	Entered GED Program*			0		0	
	Total Noncompleters			3		5	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			0		0	
	Total Noncompleters			2		2	
All Students	Dropped Out	3	1.6%	5	2.6%	7	3.3%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	3	1.6%	5	2.6%	7	3.3%

*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		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	113
	Number of Students with Disabilities		0	13
	Number of All Students		0	126
	Percent of Enrollment		0%	100%
9-12	Number of General-Education Students		0	176
	Number of Students with Disabilities		0	33
	Number of All Students		0	209
	Percent of Enrollment		0%	100%

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%	9	100%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	17	94%	0	0%

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%	1	#	0	0%

(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%	3	#	0	0%
Science	0	0%	6	100%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	3	#	1	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	67%	8	88%	11	91%
Science	6	50%	4	#	8	62%
Reading	4	#	1	#	2	#
Writing	4	#	3	#	2	#
Global Studies	10	50%	6	50%	2	#
U.S. Hist & Gov't	3	#	5	100%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	51	43	40	6	9	5
Number Scoring 55–100	45	41	38	3	7	4
Number Scoring 65–100	38	39	37	1	6	4
Number Scoring 85–100	10	18	22	0	0	0
Percentage of Tested Scoring 55–100	88%	95%	95%	50%	78%	80%
Percentage of Tested Scoring 65–100	75%	91%	93%	17%	67%	80%
Percentage of Tested Scoring 85–100	20%	42%	55%	0%	0%	0%
Mathematics A						
Number Tested	0	47	81	0	8	13
Number Scoring 55–100	0	40	64	0	5	4
Number Scoring 65–100	0	33	57	0	4	2
Number Scoring 85–100	0	10	13	0	1	0
Percentage of Tested Scoring 55–100	0%	85%	79%	0%	62%	31%
Percentage of Tested Scoring 65–100	0%	70%	70%	0%	50%	15%
Percentage of Tested Scoring 85–100	0%	21%	16%	0%	12%	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	55	49	67	8	4	10
Number Scoring 55–100	46	43	53	5	#	5
Number Scoring 65–100	37	41	50	2	#	5
Number Scoring 85–100	9	10	18	0	#	1
Percentage of Tested Scoring 55–100	84%	88%	79%	62%	#	50%
Percentage of Tested Scoring 65–100	67%	84%	75%	25%	#	50%
Percentage of Tested Scoring 85–100	16%	20%	27%	0%	#	10%
U.S. History and Government (first administered June 2001)						
Number Tested	44	46	49	7	7	7
Number Scoring 55–100	33	40	44	2	5	4
Number Scoring 65–100	30	38	43	2	4	4
Number Scoring 85–100	14	13	19	0	0	1
Percentage of Tested Scoring 55–100	75%	87%	90%	29%	71%	57%
Percentage of Tested Scoring 65–100	68%	83%	88%	29%	57%	57%
Percentage of Tested Scoring 85–100	32%	28%	39%	0%	0%	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	49	68	45	3	4	1
Number Scoring 55–100	49	68	43	#	#	#
Number Scoring 65–100	44	67	40	#	#	#
Number Scoring 85–100	14	24	10	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	96%	#	#	#
Percentage of Tested Scoring 65–100	90%	99%	89%	#	#	#
Percentage of Tested Scoring 85–100	29%	35%	22%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	56	31	46	7	2	9
Number Scoring 55–100	53	30	41	6	#	8
Number Scoring 65–100	43	29	35	4	#	7
Number Scoring 85–100	10	5	9	0	#	0
Percentage of Tested Scoring 55–100	95%	97%	89%	86%	#	89%
Percentage of Tested Scoring 65–100	77%	94%	76%	57%	#	78%
Percentage of Tested Scoring 85–100	18%	16%	20%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		24	29		0	2
Number Scoring 55–100		22	29		0	#
Number Scoring 65–100		19	24		0	#
Number Scoring 85–100		2	4		0	#
Percentage of Tested Scoring 55–100		92%	100%		0%	#
Percentage of Tested Scoring 65–100		79%	83%		0%	#
Percentage of Tested Scoring 85–100		8%	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	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	7	0	13	0	0	0
Number Scoring 55–100	7	0	13	0	0	0
Number Scoring 65–100	7	0	13	0	0	0
Number Scoring 85–100	4	0	9	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	57%	0%	69%	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	18	0	32	0	0	1
Number Scoring 55–100	18	0	31	0	0	#
Number Scoring 65–100	17	0	31	0	0	#
Number Scoring 85–100	10	0	17	0	0	#
Percentage of Tested Scoring 55–100	100%	0%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	94%	0%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	56%	0%	53%	0%	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	57	4	0	0	1	0
Number Scoring 55–100	52	#	0	0	#	0
Number Scoring 65–100	49	#	0	0	#	0
Number Scoring 85–100	33	#	0	0	#	0
Percentage of Tested Scoring 55–100	91%	#	0%	0%	#	0%
Percentage of Tested Scoring 65–100	86%	#	0%	0%	#	0%
Percentage of Tested Scoring 85–100	58%	#	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	11	30	22	0	0	1
Number Scoring 55–100	5	27	21	0	0	#
Number Scoring 65–100	4	25	19	0	0	#
Number Scoring 85–100	1	15	14	0	0	#
Percentage of Tested Scoring 55–100	45%	90%	95%	0%	0%	#
Percentage of Tested Scoring 65–100	36%	83%	86%	0%	0%	#
Percentage of Tested Scoring 85–100	9%	50%	64%	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	20	100%	15	100%	24	100%
Students with Disabilities	7	71%	4	#	3	#

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	51	0%	31%	57%	12%
	Students with Disabilities	6	17%	83%	0%	0%
	All Students	57	2%	37%	51%	11%

(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	29	29	29	8	8	8	37	37	37
Number Scoring 55–64	1	0	0	1	0	1	2	0	1
Number Scoring 65–84	19	15	16	4	5	5	23	20	21
Number Scoring 85–100	7	9	10	0	0	0	7	9	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)