

# New York State School Report Card Comprehensive Information Report

BEDS Code: 10-16-01-04-0003  
 Name: New Lebanon Junior-Senior High School  
 Principal: Patricia Ackley

Grade Range : 7-12

## 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	58	63	55
Eighth	56	63	63
Ninth	61	56	61
Tenth	49	66	55
Eleventh	42	51	59
Twelfth	41	36	44
Ungraded Secondary	0	0	0
Total K-12 Enrollment	307	335	337

## 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	5	1.6%	5	1.5%	4	1.2%
Black (Not Hispanic)	5	1.6%	9	2.7%	12	3.6%
Hispanic	0	0.0%	2	0.6%	1	0.3%
White (Not Hispanic)	297	96.7%	319	95.2%	320	95.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	21	0
Mathematics Grade 8	17	0	19
Science Grade 8	17	21	21
Social Studies Grade 8	18	8	0
English Grade 10	15	21	16
Mathematics Grade 10	0	0	10
Science Grade 10	0	6	0
Social Studies Grade 10	16	23	20

(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**

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	53	17.3%	45	13.4%	42	12.5%

**Attendance and Suspension**

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.7%		95.1%		94.5%
Student Suspensions	25	8.3%	19	6.2%	50	14.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.8%	8.1%	10.1%
Public Assistance	21-30%	21-30%	1-10%
Student Stability	90%	97%	98%

**Staff Counts**

Staff	2003-04
Total Teachers	30
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*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	29	20	69%	25	21	84%	37	30	81%
Students with Disabilities	5	0	0%	7	3	43%	6	3	50%
All Students	34	20	59%	32	24	75%	43	33	77%

\*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	22	0	0	4	1
Percent	37%	51%	0%	0%	9%	2%

## 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)
6	3	0	6

\*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	3		5		4	2.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		5		4	2.3%
Students with Disabilities	Dropped Out	2		2		2	5.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	2		2		2	5.0%
All Students	Dropped Out	5	2.6%	7	3.3%	6	2.8%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	5	2.6%	7	3.3%	6	2.8%

\*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	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	113	105
	Number of Students with Disabilities	0	13	13
	Number of All Students	0	126	118
	Percent of Enrollment	0%	100%	100%
9-12	Number of General-Education Students	0	176	166
	Number of Students with Disabilities	0	33	42
	Number of All Students	0	209	208
	Percent of Enrollment	0%	100%	95%

## 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; completer 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	0	0%	0	0%	0	0%
German	9	100%	0	0%	14	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	17	94%	0	0%	32	94%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	#	0	0%	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	3	#	0	0%	0	0%
Science	6	100%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	11	91%	1	#
Science	4	#	8	63%	5	80%
Reading	1	#	2	#	2	#
Writing	3	#	2	#	2	#
Global Studies	6	50%	2	#	6	83%
U.S. Hist & Gov't	5	100%	3	#	2	#

(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	43	40	56	9	5	6
Number Scoring 55-100	41	38	53	7	4	4
Number Scoring 65-100	39	37	50	6	4	3
Number Scoring 85-100	18	22	23	0	0	0
Percentage of Tested Scoring 55-100	95%	95%	95%	78%	80%	67%
Percentage of Tested Scoring 65-100	91%	93%	89%	67%	80%	50%
Percentage of Tested Scoring 85-100	42%	55%	41%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	47	81	57	8	13	9
Number Scoring 55-100	40	64	54	5	4	7
Number Scoring 65-100	33	57	50	4	2	6
Number Scoring 85-100	10	13	17	1	0	0
Percentage of Tested Scoring 55-100	85%	79%	95%	62%	31%	78%
Percentage of Tested Scoring 65-100	70%	70%	88%	50%	15%	67%
Percentage of Tested Scoring 85-100	21%	16%	30%	12%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	31	0	0	1
Number Scoring 55-100	0	0	29	0	0	#
Number Scoring 65-100	0	0	27	0	0	#
Number Scoring 85-100	0	0	10	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	94%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	87%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	32%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	49	67	59	4	10	7
Number Scoring 55-100	43	53	49	#	5	4
Number Scoring 65-100	41	50	48	#	5	4
Number Scoring 85-100	10	18	17	#	1	1
Percentage of Tested Scoring 55-100	88%	79%	83%	#	50%	57%
Percentage of Tested Scoring 65-100	84%	75%	81%	#	50%	57%
Percentage of Tested Scoring 85-100	20%	27%	29%	#	10%	14%
<b>U.S. History and Government</b>						
Number Tested	46	49	50	7	7	5
Number Scoring 55-100	40	44	42	5	4	5
Number Scoring 65-100	38	43	40	4	4	5
Number Scoring 85-100	13	19	20	0	1	2
Percentage of Tested Scoring 55-100	87%	90%	84%	71%	57%	100%
Percentage of Tested Scoring 65-100	83%	88%	80%	57%	57%	100%
Percentage of Tested Scoring 85-100	28%	39%	40%	0%	14%	40%

(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	68	45	51	4	1	4
Number Scoring 55-100	68	43	51	#	#	#
Number Scoring 65-100	67	40	47	#	#	#
Number Scoring 85-100	24	10	13	#	#	#
Percentage of Tested Scoring 55-100	100%	96%	100%	#	#	#
Percentage of Tested Scoring 65-100	99%	89%	92%	#	#	#
Percentage of Tested Scoring 85-100	35%	22%	25%	#	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	31	46	47	2	9	6
Number Scoring 55-100	30	41	43	#	8	6
Number Scoring 65-100	29	35	38	#	7	5
Number Scoring 85-100	5	9	11	#	0	1
Percentage of Tested Scoring 55-100	97%	89%	91%	#	89%	100%
Percentage of Tested Scoring 65-100	94%	76%	81%	#	78%	83%
Percentage of Tested Scoring 85-100	16%	20%	23%	#	0%	17%
<b>Physical Setting/Chemistry</b>						
Number Tested	24	29	24	0	2	2
Number Scoring 55-100	22	29	24	0	#	#
Number Scoring 65-100	19	24	22	0	#	#
Number Scoring 85-100	2	4	2	0	#	#
Percentage of Tested Scoring 55-100	92%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	79%	83%	92%	0%	#	#
Percentage of Tested Scoring 85-100	8%	14%	8%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			17			1
Number Scoring 55-100			16			#
Number Scoring 65-100			15			#
Number Scoring 85-100			5			#
Percentage of Tested Scoring 55-100			94%			#
Percentage of Tested Scoring 65-100			88%			#
Percentage of Tested Scoring 85-100			29%			#

\* 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	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 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	13	8	0	0	0
Number Scoring 55-100	0	13	8	0	0	0
Number Scoring 65-100	0	13	8	0	0	0
Number Scoring 85-100	0	9	2	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	69%	25%	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	0	32	28	0	1	1
Number Scoring 55-100	0	31	27	0	#	#
Number Scoring 65-100	0	31	26	0	#	#
Number Scoring 85-100	0	17	12	0	#	#
Percentage of Tested Scoring 55-100	0%	97%	96%	0%	#	#
Percentage of Tested Scoring 65-100	0%	97%	93%	0%	#	#
Percentage of Tested Scoring 85-100	0%	53%	43%	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	30	22	0	0	1	0
Number Scoring 55-100	27	21	0	0	#	0
Number Scoring 65-100	25	19	0	0	#	0
Number Scoring 85-100	15	14	0	0	#	0
Percentage of Tested Scoring 55-100	90%	95%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	83%	86%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	50%	64%	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	15	100%	24	100%	6	83%
Students with Disabilities	4	#	3	#	4	#

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	59	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	62	2%	50%	42%	6%

(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	37	37	37	8	8	8	45	45	45
Number Scoring 55–64	0	0	0	1	1	1	1	1	1
Number Scoring 65–84	26	21	23	2	2	3	28	23	26
Number Scoring 85–100	7	13	13	1	1	2	8	14	15
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)