

# New York State School Report Card Comprehensive Information Report

BEDS Code: 49-06-01-06-0003  
 Name: Lansingburgh Senior High School  
 Principal: Angelina Bergin

Grade Range : 9-12

## 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	0	0	0
Ninth	209	257	254
Tenth	170	171	184
Eleventh	133	145	152
Twelfth	124	138	137
Ungraded Secondary	74	34	46
Total K-12 Enrollment	710	745	773

## 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	8	1.1%	10	1.3%	8	1.0%
Black (Not Hispanic)	88	12.4%	107	14.4%	109	14.1%
Hispanic	15	2.1%	11	1.5%	26	3.4%
White (Not Hispanic)	599	84.4%	617	82.8%	630	81.5%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	28	23	22
Mathematics Grade 10	24	26	20
Science Grade 10	24	20	22
Social Studies Grade 10	30	23	22

(Form - A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
44	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 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.3%	3	0.4%	3	0.4%
Eligible for Free Lunch	190	26.8%	167	22.4%	196	25.4%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.1%		90.8%		91.3%
Student Suspensions	123	18.6%	58	8.2%	73	9.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	9.4%	9.0%	10.1%
Public Assistance	31-40%	41-50%	41-50%
Student Stability	97%	94%	95%

### Staff Counts

Staff	2004-05
Total Teachers	50
Total Other Professional Staff	5
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	122	97	115
	Regents Diplomas	45	56	84
	% Regents Diplomas	37%	58%	73%
	Regents Diplomas with Advanced Designation**			38
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	6	12	10
	Regents Diplomas	0	1	1
	% Regents Diplomas	0%	8%	10%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	7	8	7
<b>All Students</b>	Total Graduates*	128	109	125
	Regents Diplomas	45	57	85
	% Regents Diplomas	35%	52%	68%
	Regents Diplomas with Advanced Designation**			38
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates	7	8	7

\* 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
<b>General-Education Students</b>	<b>Number</b>	35	69	0	4	5	2	0	0
	<b>Percent</b>	30%	60%	0%	3%	4%	2%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	1	8	0	0	1	0	0	0
	<b>Percent</b>	10%	80%	0%	0%	10%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	36	77	0	4	6	2	0	0
	<b>Percent</b>	29%	62%	0%	3%	5%	2%	0%	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.
<b>General-Education Students</b>	Dropped Out	8		11	1.5%	5	0.7%
	Entered GED Program*	16		21	2.8%	23	3.3%
	Total Noncompleters	24		32	4.3%	28	4.0%
<b>Students with Disabilities</b>	Dropped Out	6		5	3.0%	1	0.7%
	Entered GED Program*	2		1	0.6%	0	0.0%
	Total Noncompleters	8		6	3.6%	1	0.7%
<b>All Students</b>	Dropped Out	14	2.0%	16	1.8%	6	0.7%
	Entered GED Program*	18	2.5%	22	2.4%	23	2.7%
	Total Noncompleters	32	4.5%	38	4.2%	29	3.4%

\*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
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	523	639	660
	Number of Students with Disabilities	113	106	113
	Number of All Students	636	745	773
	Percent of Enrollment	90%	100%	100%

(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	48	60%	45	71%	23	87%
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	24	92%	81	62%	107	87%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	1	#
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	#	1	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	6	83%	7	29%
Science	3	#	6	100%	8	25%
Reading	1	#	6	83%	11	55%
Writing	2	#	5	100%	1	#
Global Studies	1	#	2	#	1	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	36	81%	34	85%	28	21%
Science	36	58%	33	61%	27	26%
Reading	26	69%	32	41%	30	37%
Writing	43	72%	20	100%	23	74%
Global Studies	11	82%	5	100%	16	13%
U.S. Hist & Gov't	2	#	5	80%	4	#

(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	144	155	163	12	13	15
Number Scoring 55-100	113	142	143	7	6	8
Number Scoring 65-100	104	117	113	5	3	5
Number Scoring 85-100	25	37	23	0	0	0
Percentage of Tested Scoring 55-100	78%	92%	88%	58%	46%	53%
Percentage of Tested Scoring 65-100	72%	75%	69%	42%	23%	33%
Percentage of Tested Scoring 85-100	17%	24%	14%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	178	197	180	17	10	14
Number Scoring 55-100	124	184	167	7	9	10
Number Scoring 65-100	99	161	145	3	6	8
Number Scoring 85-100	26	31	62	0	0	1
Percentage of Tested Scoring 55-100	70%	93%	93%	41%	90%	71%
Percentage of Tested Scoring 65-100	56%	82%	81%	18%	60%	57%
Percentage of Tested Scoring 85-100	15%	16%	34%	0%	0%	7%
<b>Mathematics B</b>						
Number Tested	0	55	58	0	0	0
Number Scoring 55-100	0	45	49	0	0	0
Number Scoring 65-100	0	33	39	0	0	0
Number Scoring 85-100	0	10	10	0	0	0
Percentage of Tested Scoring 55-100	0%	82%	84%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	60%	67%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	18%	17%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	179	193	227	20	13	36
Number Scoring 55-100	123	168	189	6	9	15
Number Scoring 65-100	87	139	145	3	6	9
Number Scoring 85-100	24	28	35	0	0	1
Percentage of Tested Scoring 55-100	69%	87%	83%	30%	69%	42%
Percentage of Tested Scoring 65-100	49%	72%	64%	15%	46%	25%
Percentage of Tested Scoring 85-100	13%	15%	15%	0%	0%	3%
<b>U.S. History and Government</b>						
Number Tested	151	130	158	13	9	13
Number Scoring 55-100	136	122	150	10	6	9
Number Scoring 65-100	126	108	129	10	5	5
Number Scoring 85-100	38	53	60	1	1	1
Percentage of Tested Scoring 55-100	90%	94%	95%	77%	67%	69%
Percentage of Tested Scoring 65-100	83%	83%	82%	77%	56%	38%
Percentage of Tested Scoring 85-100	25%	41%	38%	8%	11%	8%

(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	178	185	181	16	17	14
Number Scoring 55-100	153	171	157	10	15	8
Number Scoring 65-100	121	146	136	5	10	5
Number Scoring 85-100	14	23	24	0	1	0
Percentage of Tested Scoring 55-100	86%	92%	87%	62%	88%	57%
Percentage of Tested Scoring 65-100	68%	79%	75%	31%	59%	36%
Percentage of Tested Scoring 85-100	8%	12%	13%	0%	6%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	92	113	119	1	1	3
Number Scoring 55-100	85	102	116	#	#	#
Number Scoring 65-100	72	88	106	#	#	#
Number Scoring 85-100	31	33	46	#	#	#
Percentage of Tested Scoring 55-100	92%	90%	97%	#	#	#
Percentage of Tested Scoring 65-100	78%	78%	89%	#	#	#
Percentage of Tested Scoring 85-100	34%	29%	39%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	102	58	79	1	0	1
Number Scoring 55-100	89	46	67	#	0	#
Number Scoring 65-100	57	37	36	#	0	#
Number Scoring 85-100	7	8	3	#	0	#
Percentage of Tested Scoring 55-100	87%	79%	85%	#	0%	#
Percentage of Tested Scoring 65-100	56%	64%	46%	#	0%	#
Percentage of Tested Scoring 85-100	7%	14%	4%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		21	22		0	0
Number Scoring 55-100		21	18		0	0
Number Scoring 65-100		20	16		0	0
Number Scoring 85-100		4	4		0	0
Percentage of Tested Scoring 55-100		100%	82%		0%	0%
Percentage of Tested Scoring 65-100		95%	73%		0%	0%
Percentage of Tested Scoring 85-100		19%	18%		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	15	10	18	0	0	0
Number Scoring 55-100	15	9	18	0	0	0
Number Scoring 65-100	14	7	18	0	0	0
Number Scoring 85-100	7	4	5	0	0	0
Percentage of Tested Scoring 55-100	100%	90%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	70%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	47%	40%	28%	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	1	0	0	1	0	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	48	42	31	0	0	0
Number Scoring 55-100	46	42	31	0	0	0
Number Scoring 65-100	42	39	29	0	0	0
Number Scoring 85-100	14	21	15	0	0	0
Percentage of Tested Scoring 55-100	96%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	93%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	29%	50%	48%	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)



## 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	111	111	111	21	21	21	132	132	132
Number Scoring 55–64	13	6	8	3	4	2	16	10	10
Number Scoring 65–84	67	50	61	3	6	7	70	56	68
Number Scoring 85–100	23	48	37	0	0	0	23	48	37
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		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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)