

# New York State District Report Card Comprehensive Information Report

BEDS Code: 63-08-01-04-0000  
 Name: Hadley-Luzerne Central School District  
 Superintendent: Irwin H. Sussman

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	70	69	65
First	67	67	64
Second	73	73	62
Third	103	87	76
Fourth	77	93	67
Fifth	86	84	87
Sixth	81	85	80
Ungraded Elementary	0	0	0
Seventh	90	76	92
Eighth	105	84	84
Ninth	93	103	83
Tenth	94	90	90
Eleventh	87	87	81
Twelfth	84	76	85
Ungraded Secondary	9	11	17
Total K-12 Enrollment	1119	1085	1033

## 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	6	0.5%	10	0.9%	6	0.6%
Black (Not Hispanic)	10	0.9%	12	1.1%	7	0.7%
Hispanic	5	0.4%	12	1.1%	5	0.5%
White (Not Hispanic)	1098	98.1%	1051	96.9%	1015	98.3%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	17	16
Common Branch	18	21	16
English Grade 8	15	13	15
Mathematics Grade 8	19	16	16
Science Grade 8	19	14	16
Social Studies Grade 8	19	16	15
English Grade 10	16	15	12
Mathematics Grade 10	0	18	0
Science Grade 10	0	18	12
Social Studies Grade 10	16	18	16

(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
NA	NA

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	0.2%	0	0.0%	2	0.2%
Eligible for Free Lunch	273	24.4%	315	29.0%	243	23.5%

### 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		94.3%		94.3%		96.1%
Student Suspensions	19	1.7%	19	1.7%	26	2.4%

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

	2002-03	2003-04	2004-05
Reduced Lunch	7.3%	10.4%	7.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	100
Total Other Professional Staff	13
Total Paraprofessionals	17
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	66	74	58
	Regents Diplomas	41	37	48
	% Regents Diplomas	62%	50%	83%
	Regents Diplomas with Advanced Designation**			28
	% Regents Diplomas with Advanced Designation			48%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	5	1	3
	Regents Diplomas	1	0	2
	% Regents Diplomas	20%	0%	67%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	4	5
<b>All Students</b>	Total Graduates*	71	75	61
	Regents Diplomas	42	37	50
	% Regents Diplomas	59%	49%	82%
	Regents Diplomas with Advanced Designation**			28
	% Regents Diplomas with Advanced Designation			46%
	IEP Diplomas or Local Certificates	4	4	5

\* 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>	24	27	1	2	3	0	0	1
	<b>Percent</b>	41%	47%	2%	3%	5%	0%	0%	2%
<b>Students with Disabilities</b>	<b>Number</b>	0	1	0	1	0	0	0	1
	<b>Percent</b>	0%	33%	0%	33%	0%	0%	0%	33%
<b>All Students</b>	<b>Number</b>	24	28	1	3	3	0	0	2
	<b>Percent</b>	39%	46%	2%	5%	5%	0%	0%	3%

## 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	7		2	0.6%	5	1.6%
	Entered GED Program*	2		12	3.9%	10	3.3%
	Total Noncompleters	9		14	4.5%	15	4.9%
<b>Students with Disabilities</b>	Dropped Out	2		5	8.1%	1	2.1%
	Entered GED Program*	1		4	6.5%	2	4.3%
	Total Noncompleters	3		9	14.5%	3	6.4%
<b>All Students</b>	Dropped Out	9	2.5%	7	1.9%	6	1.7%
	Entered GED Program*	3	0.8%	16	4.3%	12	3.4%
	Total Noncompleters	12	3.3%	23	6.2%	18	5.1%

\*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	167	128	0
	Number of Students with Disabilities	28	32	0
	Number of All Students	195	160	0
	Percent of Enrollment	70%	64%	0%
9-12	Number of General-Education Students	300	0	0
	Number of Students with Disabilities	58	0	11
	Number of All Students	358	0	11
	Percent of Enrollment	98%	0%	3%

## 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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	34	88%	22	95%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	37	86%	17	53%	13	100%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
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	0	0%	7	0%	2	#
Science	4	#	1	#	1	#
Reading	4	#	6	0%	3	#
Writing	0	0%	5	0%	3	#
Global Studies	0	0%	2	#	9	11%
U.S. Hist & Gov't	0	0%	1	#	2	#

(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	72	92	86	6	17	6
Number Scoring 55-100	65	79	83	4	7	5
Number Scoring 65-100	56	70	67	2	5	3
Number Scoring 85-100	31	19	26	0	0	0
Percentage of Tested Scoring 55-100	90%	86%	97%	67%	41%	83%
Percentage of Tested Scoring 65-100	78%	76%	78%	33%	29%	50%
Percentage of Tested Scoring 85-100	43%	21%	30%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	61	144	93	3	20	8
Number Scoring 55-100	57	139	89	#	15	7
Number Scoring 65-100	50	126	81	#	14	5
Number Scoring 85-100	27	27	20	#	2	0
Percentage of Tested Scoring 55-100	93%	97%	96%	#	75%	88%
Percentage of Tested Scoring 65-100	82%	88%	87%	#	70%	62%
Percentage of Tested Scoring 85-100	44%	19%	22%	#	10%	0%
<b>Mathematics B</b>						
Number Tested	0	29	43	0	0	1
Number Scoring 55-100	0	28	30	0	0	#
Number Scoring 65-100	0	26	18	0	0	#
Number Scoring 85-100	0	5	5	0	0	#
Percentage of Tested Scoring 55-100	0%	97%	70%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	90%	42%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	17%	12%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	92	94	103	21	8	12
Number Scoring 55-100	80	77	83	12	6	4
Number Scoring 65-100	70	52	64	10	4	3
Number Scoring 85-100	24	9	9	4	0	0
Percentage of Tested Scoring 55-100	87%	82%	81%	57%	75%	33%
Percentage of Tested Scoring 65-100	76%	55%	62%	48%	50%	25%
Percentage of Tested Scoring 85-100	26%	10%	9%	19%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	79	73	77	6	9	5
Number Scoring 55-100	78	71	71	6	8	4
Number Scoring 65-100	74	64	65	6	6	4
Number Scoring 85-100	44	38	36	2	5	1
Percentage of Tested Scoring 55-100	99%	97%	92%	100%	89%	80%
Percentage of Tested Scoring 65-100	94%	88%	84%	100%	67%	80%
Percentage of Tested Scoring 85-100	56%	52%	47%	33%	56%	20%

(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	90	79	69	23	5	7
Number Scoring 55-100	83	78	67	17	5	5
Number Scoring 65-100	79	72	61	14	4	3
Number Scoring 85-100	32	15	18	2	0	0
Percentage of Tested Scoring 55-100	92%	99%	97%	74%	100%	71%
Percentage of Tested Scoring 65-100	88%	91%	88%	61%	80%	43%
Percentage of Tested Scoring 85-100	36%	19%	26%	9%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	56	59	79	3	4	5
Number Scoring 55-100	53	52	72	#	#	4
Number Scoring 65-100	46	41	60	#	#	2
Number Scoring 85-100	11	12	8	#	#	0
Percentage of Tested Scoring 55-100	95%	88%	91%	#	#	80%
Percentage of Tested Scoring 65-100	82%	69%	76%	#	#	40%
Percentage of Tested Scoring 85-100	20%	20%	10%	#	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	38	44	34	0	2	1
Number Scoring 55-100	36	44	33	0	#	#
Number Scoring 65-100	33	43	33	0	#	#
Number Scoring 85-100	6	9	7	0	#	#
Percentage of Tested Scoring 55-100	95%	100%	97%	0%	#	#
Percentage of Tested Scoring 65-100	87%	98%	97%	0%	#	#
Percentage of Tested Scoring 85-100	16%	20%	21%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested		21	16		0	0
Number Scoring 55-100		18	16		0	0
Number Scoring 65-100		16	15		0	0
Number Scoring 85-100		1	7		0	0
Percentage of Tested Scoring 55-100		86%	100%		0%	0%
Percentage of Tested Scoring 65-100		76%	94%		0%	0%
Percentage of Tested Scoring 85-100		5%	44%		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	42	0	24	0	0	0
Number Scoring 55-100	42	0	24	0	0	0
Number Scoring 65-100	42	0	24	0	0	0
Number Scoring 85-100	30	0	23	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	71%	0%	96%	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	32	0	14	0	0	0
Number Scoring 55-100	32	0	14	0	0	0
Number Scoring 65-100	32	0	13	0	0	0
Number Scoring 85-100	20	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%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	62%	0%	64%	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)



## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	74	9%	14%	64%	14%
	Students with Disabilities	13	38%	15%	46%	0%
	All Students	87	14%	14%	61%	11%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	68	1%	10%	65%	24%
	Students with Disabilities	11	9%	64%	27%	0%
	All Students	79	3%	18%	59%	20%

(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	1	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	69	69	69	8	8	8	77	77	77
Number Scoring 55–64	7	3	0	0	2	2	7	5	2
Number Scoring 65–84	35	24	28	4	0	5	39	24	33
Number Scoring 85–100	23	38	39	2	4	1	25	42	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	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		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)