

New York State School Report Card Comprehensive Information Report

BEDS Code: 49-06-01-06-0003
 Name: Lansingburgh Senior High School
 Principal: David J. Kissick

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	208	216	209
Tenth	138	145	170
Eleventh	138	129	133
Twelfth	107	129	124
Ungraded Secondary	40	43	74
Total K-12 Enrollment	631	662	710

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	1	0.2%	2	0.3%	8	1.1%
Black (Not Hispanic)	39	6.2%	67	10.1%	88	12.4%
Hispanic	11	1.7%	17	2.6%	15	2.1%
White (Not Hispanic)	580	91.9%	576	87.0%	599	84.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	23	21	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	26	28
Mathematics Grade 10	26	23	24
Science Grade 10	23	19	24
Social Studies Grade 10	21	24	30

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.2%	2	0.3%
Eligible for Free Lunch	143	22.7%	171	25.8%	190	26.8%

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		90.5%		91.4%		92.1%
Student Suspensions	118	17.7%	115	18.2%	123	18.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.2%	9.2%	9.4%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	93%	78%	97%

Staff Counts

Staff	2002–2003
Total Teachers	43
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	1

*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	87	54	62%	94	58	62%	122	45	37%
Students with Disabilities	4	0	0%	10	0	0%	6	0	0%
All Students	91	54	59%	104	58	56%	128	45	35%

*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	47	70	0	3	8	0
Percent	37%	55%	0%	2%	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)
6	0	7	13

*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			17		8	
	Entered GED Program*			25		16	
	Total Noncompleters			42		24	
Students with Disabilities	Dropped Out			3		6	
	Entered GED Program*			1		2	
	Total Noncompleters			4		8	
All Students	Dropped Out	24	3.8%	20	3.0%	14	2.0%
	Entered GED Program*	40	6.3%	26	3.9%	18	2.5%
	Total Noncompleters	64	10.1%	46	6.9%	32	4.5%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		289	523
	Number of Students with Disabilities		72	113
	Number of All Students		361	636
	Percent of Enrollment		55%	90%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	30	83%	28	61%	48	60%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	93	67%	64	72%	24	92%

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	1	#	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	4	#	0	0%	5	100%
Science	12	75%	2	#	3	#
Reading	3	#	1	#	1	#
Writing	3	#	0	0%	2	#
Global Studies	7	57%	1	#	1	#
U.S. Hist & Gov't	21	57%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	55%	24	92%	36	81%
Science	16	31%	32	91%	36	58%
Reading	12	83%	57	91%	26	69%
Writing	10	100%	18	72%	43	72%
Global Studies	1	#	8	100%	11	82%
U.S. Hist & Gov't	2	#	2	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	152	131	144	4	6	12
Number Scoring 55–100	146	123	113	#	5	7
Number Scoring 65–100	119	108	104	#	4	5
Number Scoring 85–100	18	29	25	#	0	0
Percentage of Tested Scoring 55–100	96%	94%	78%	#	83%	58%
Percentage of Tested Scoring 65–100	78%	82%	72%	#	67%	42%
Percentage of Tested Scoring 85–100	12%	22%	17%	#	0%	0%
Mathematics A						
Number Tested	0	101	178	0	1	17
Number Scoring 55–100	0	85	124	0	#	7
Number Scoring 65–100	0	68	99	0	#	3
Number Scoring 85–100	0	25	26	0	#	0
Percentage of Tested Scoring 55–100	0%	84%	70%	0%	#	41%
Percentage of Tested Scoring 65–100	0%	67%	56%	0%	#	18%
Percentage of Tested Scoring 85–100	0%	25%	15%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%
Global History and Geography						
Number Tested	184	150	179	4	12	20
Number Scoring 55–100	174	133	123	#	9	6
Number Scoring 65–100	134	104	87	#	5	3
Number Scoring 85–100	27	12	24	#	0	0
Percentage of Tested Scoring 55–100	95%	89%	69%	#	75%	30%
Percentage of Tested Scoring 65–100	73%	69%	49%	#	42%	15%
Percentage of Tested Scoring 85–100	15%	8%	13%	#	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	134	147	151	6	9	13
Number Scoring 55–100	109	133	136	5	6	10
Number Scoring 65–100	81	103	126	3	5	10
Number Scoring 85–100	16	14	38	0	1	1
Percentage of Tested Scoring 55–100	81%	90%	90%	83%	67%	77%
Percentage of Tested Scoring 65–100	60%	70%	83%	50%	56%	77%
Percentage of Tested Scoring 85–100	12%	10%	25%	0%	11%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	147	183	178	3	10	16
Number Scoring 55–100	144	179	153	#	9	10
Number Scoring 65–100	135	168	121	#	6	5
Number Scoring 85–100	18	37	14	#	0	0
Percentage of Tested Scoring 55–100	98%	98%	86%	#	90%	62%
Percentage of Tested Scoring 65–100	92%	92%	68%	#	60%	31%
Percentage of Tested Scoring 85–100	12%	20%	8%	#	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	87	15	92	0	0	1
Number Scoring 55–100	80	11	85	0	0	#
Number Scoring 65–100	62	8	72	0	0	#
Number Scoring 85–100	19	0	31	0	0	#
Percentage of Tested Scoring 55–100	92%	73%	92%	0%	0%	#
Percentage of Tested Scoring 65–100	71%	53%	78%	0%	0%	#
Percentage of Tested Scoring 85–100	22%	0%	34%	0%	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		102	102		1	1
Number Scoring 55–100		84	89		#	#
Number Scoring 65–100		46	57		#	#
Number Scoring 85–100		2	7		#	#
Percentage of Tested Scoring 55–100		82%	87%		#	#
Percentage of Tested Scoring 65–100		45%	56%		#	#
Percentage of Tested Scoring 85–100		2%	7%		#	#
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	17	14	15	0	0	0
Number Scoring 55–100	17	13	15	0	0	0
Number Scoring 65–100	17	13	14	0	0	0
Number Scoring 85–100	4	3	7	0	0	0
Percentage of Tested Scoring 55–100	100%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	93%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	24%	21%	47%	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	0	0	1	0	0	1
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%	#
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	37	38	48	0	0	0
Number Scoring 55–100	36	37	46	0	0	0
Number Scoring 65–100	36	35	42	0	0	0
Number Scoring 85–100	25	17	14	0	0	0
Percentage of Tested Scoring 55–100	97%	97%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	92%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	68%	45%	29%	0%	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	112	14	4	0	0	0
Number Scoring 55–100	106	6	#	0	0	0
Number Scoring 65–100	104	4	#	0	0	0
Number Scoring 85–100	61	3	#	0	0	0
Percentage of Tested Scoring 55–100	95%	43%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	29%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	54%	21%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	96	83	74	0	0	0
Number Scoring 55–100	80	72	52	0	0	0
Number Scoring 65–100	71	67	42	0	0	0
Number Scoring 85–100	27	24	17	0	0	0
Percentage of Tested Scoring 55–100	83%	87%	70%	0%	0%	0%
Percentage of Tested Scoring 65–100	74%	81%	57%	0%	0%	0%
Percentage of Tested Scoring 85–100	28%	29%	23%	0%	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	42	88%	12	100%	25	100%
Students with Disabilities	0	0%	1	#	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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	115	115	115	10	10	10	125	125	125
Number Scoring 55–64	14	15	8	0	1	2	14	16	10
Number Scoring 65–84	73	77	83	9	5	5	82	82	88
Number Scoring 85–100	24	13	17	1	1	0	25	14	17
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)