

New York State School Report Card Comprehensive Information Report

BEDS Code: 59-09-01-06-0006

Grade Range : 8-12

Name: Liberty High School

Principal: Fredda Rosenberg

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	172	173	163
Ninth	128	131	168
Tenth	167	158	164
Eleventh	92	88	110
Twelfth	106	96	124
Ungraded Secondary	0	0	45
Total K-12 Enrollment	665	646	774

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	13	2.0%	12	1.9%	19	2.5%
Black (Not Hispanic)	66	9.9%	65	10.1%	88	11.4%
Hispanic	75	11.3%	72	11.1%	100	12.9%
White (Not Hispanic)	511	76.8%	497	76.9%	567	73.3%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	19	22
Mathematics Grade 8	23	21	24
Science Grade 8	23	21	25
Social Studies Grade 8	25	26	20
English Grade 10	23	17	20
Mathematics Grade 10	13	23	16
Science Grade 10	26	24	19
Social Studies Grade 10	24	22	23

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural 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	11	1.7%	11	1.7%	14	1.8%
Eligible for Free Lunch	140	21.0%	224	34.7%	180	23.3%

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		93.1%		90.7%		89.2%
Student Suspensions	45	6.8%	78	11.7%	120	18.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.4%	7.3%	7.5%
Public Assistance	21-30%	41-50%	1-10%
Student Stability	100%	98%	95%

Staff Counts

Staff	2002–2003
Total Teachers	53
Total Other Professional Staff	8
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	89	49	55%	68	42	62%	107	62	58%
Students with Disabilities	4	1	25%	4	1	25%	8	1	12%
All Students	93	50	54%	72	43	60%	115	63	55%

*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	42	45	3	6	7	12
Percent	37%	39%	3%	5%	6%	10%

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)
8	1	3	11

*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			0		18	
	Entered GED Program*			0		1	
	Total Noncompleters			0		19	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	18	3.7%	0	0.0%	19	3.2%
	Entered GED Program*	17	3.4%	0	0.0%	1	0.2%
	Total Noncompleters	35	7.1%	0	0.0%	20	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		20	120
	Number of Students with Disabilities		0	30
	Number of All Students		20	150
	Percent of Enrollment		12%	87%
9-12	Number of General-Education Students		110	451
	Number of Students with Disabilities		90	115
	Number of All Students		200	566
	Percent of Enrollment		42%	94%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	14	100%	24	92%	25	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	17	94%	15	100%	22	95%

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%	0	0%	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	1	#	14	100%	1	#
Science	4	#	14	43%	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	1	#	12	92%	4	#
U.S. Hist & Gov't	12	58%	7	57%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	2	#	22	100%
Science	16	44%	0	0%	15	67%
Reading	1	#	1	#	7	71%
Writing	1	#	2	#	8	100%
Global Studies	7	71%	0	0%	9	100%
U.S. Hist & Gov't	5	20%	3	#	10	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	101	190	111	13	6	12
Number Scoring 55–100	99	187	103	11	5	7
Number Scoring 65–100	88	171	101	7	4	6
Number Scoring 85–100	32	94	58	0	0	2
Percentage of Tested Scoring 55–100	98%	98%	93%	85%	83%	58%
Percentage of Tested Scoring 65–100	87%	90%	91%	54%	67%	50%
Percentage of Tested Scoring 85–100	32%	49%	52%	0%	0%	17%
Mathematics A						
Number Tested	0	0	48	0	0	1
Number Scoring 55–100	0	0	47	0	0	#
Number Scoring 65–100	0	0	45	0	0	#
Number Scoring 85–100	0	0	7	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	15%	0%	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	147	218	230	25	1	25
Number Scoring 55–100	129	189	209	18	#	15
Number Scoring 65–100	114	170	189	12	#	11
Number Scoring 85–100	33	41	69	1	#	1
Percentage of Tested Scoring 55–100	88%	87%	91%	72%	#	60%
Percentage of Tested Scoring 65–100	78%	78%	82%	48%	#	44%
Percentage of Tested Scoring 85–100	22%	19%	30%	4%	#	4%
U.S. History and Government (first administered June 2001)						
Number Tested	102	190	117	10	6	12
Number Scoring 55–100	82	168	107	6	4	9
Number Scoring 65–100	68	135	86	2	1	3
Number Scoring 85–100	25	45	28	0	0	0
Percentage of Tested Scoring 55–100	80%	88%	91%	60%	67%	75%
Percentage of Tested Scoring 65–100	67%	71%	74%	20%	17%	25%
Percentage of Tested Scoring 85–100	25%	24%	24%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	165	226	224	21	1	14
Number Scoring 55–100	155	215	214	15	#	8
Number Scoring 65–100	141	199	196	8	#	4
Number Scoring 85–100	21	33	42	0	#	0
Percentage of Tested Scoring 55–100	94%	95%	96%	71%	#	57%
Percentage of Tested Scoring 65–100	85%	88%	88%	38%	#	29%
Percentage of Tested Scoring 85–100	13%	15%	19%	0%	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	100	181	192	10	0	14
Number Scoring 55–100	85	164	171	6	0	5
Number Scoring 65–100	78	157	159	5	0	3
Number Scoring 85–100	33	73	84	0	0	0
Percentage of Tested Scoring 55–100	85%	91%	89%	60%	0%	36%
Percentage of Tested Scoring 65–100	78%	87%	83%	50%	0%	21%
Percentage of Tested Scoring 85–100	33%	40%	44%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		41	79		0	0
Number Scoring 55–100		40	76		0	0
Number Scoring 65–100		29	66		0	0
Number Scoring 85–100		4	9		0	0
Percentage of Tested Scoring 55–100		98%	96%		0%	0%
Percentage of Tested Scoring 65–100		71%	84%		0%	0%
Percentage of Tested Scoring 85–100		10%	11%		0%	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	14	25	36	0	0	0
Number Scoring 55–100	14	24	35	0	0	0
Number Scoring 65–100	14	21	35	0	0	0
Number Scoring 85–100	7	5	20	0	0	0
Percentage of Tested Scoring 55–100	100%	96%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	84%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	20%	56%	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	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 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	29	33	56	0	0	0
Number Scoring 55–100	29	33	56	0	0	0
Number Scoring 65–100	28	31	52	0	0	0
Number Scoring 85–100	24	22	35	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	94%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	83%	67%	62%	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	79	146	0	2	0	0
Number Scoring 55–100	71	123	0	#	0	0
Number Scoring 65–100	61	104	0	#	0	0
Number Scoring 85–100	33	54	0	#	0	0
Percentage of Tested Scoring 55–100	90%	84%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	77%	71%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	42%	37%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	42	93	73	0	0	0
Number Scoring 55–100	36	88	53	0	0	0
Number Scoring 65–100	33	84	49	0	0	0
Number Scoring 85–100	24	60	42	0	0	0
Percentage of Tested Scoring 55–100	86%	95%	73%	0%	0%	0%
Percentage of Tested Scoring 65–100	79%	90%	67%	0%	0%	0%
Percentage of Tested Scoring 85–100	57%	65%	58%	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	34	100%	29	93%	46	93%
Students with Disabilities	5	100%	2	#	11	91%

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	126	0%	49%	48%	2%
	Students with Disabilities	27	26%	59%	15%	0%
	All Students	153	5%	51%	42%	2%

(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	124	124	124	12	12	12	136	136	136
Number Scoring 55–64	6	12	6	3	4	1	9	16	7
Number Scoring 65–84	63	62	71	5	3	3	68	65	74
Number Scoring 85–100	25	25	33	1	0	0	26	25	33
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)