

New York State School Report Card Comprehensive Information Report

BEDS Code: 63-08-01-04-0001

Grade Range : 9-12

Name: Hadley-Luzerne High School

Principal: Beecher Baker Jr

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	99	99	93
Tenth	105	95	94
Eleventh	78	90	87
Twelfth	82	69	84
Ungraded Secondary	12	8	9
Total K-12 Enrollment	376	361	367

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	3	0.8%	1	0.3%	0	0.0%
Black (Not Hispanic)	4	1.1%	5	1.4%	3	0.8%
Hispanic	4	1.1%	4	1.1%	3	0.8%
White (Not Hispanic)	365	97.1%	351	97.2%	361	98.4%

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	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	20	16
Mathematics Grade 10	0	0	0
Science Grade 10	22	18	0
Social Studies Grade 10	18	19	0

(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
51	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 higher 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%	0	0.0%	0	0.0%
Eligible for Free Lunch	57	15.2%	56	15.5%	67	18.3%

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		92.4%		92.2%		93.8%
Student Suspensions	10	2.8%	12	3.2%	6	1.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.9%	5.8%	6.5%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	27
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*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	69	35	51%	54	27	50%	66	41	62%
Students with Disabilities	4	0	0%	3	0	0%	5	1	20%
All Students	73	35	48%	57	27	47%	71	42	59%

*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	19	33	1	5	10	3
Percent	27%	46%	1%	7%	14%	4%

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)
5	1	4	9

*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			4		7	
	Entered GED Program*			0		2	
	Total Noncompleters			4		9	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			0		1	
	Total Noncompleters			1		3	
All Students	Dropped Out	10	2.7%	5	1.4%	9	2.5%
	Entered GED Program*	11	2.9%	0	0.0%	3	0.8%
	Total Noncompleters	21	5.6%	5	1.4%	12	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		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		338	300
	Number of Students with Disabilities		15	58
	Number of All Students		353	358
	Percent of Enrollment		98%	98%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	41	95%	34	88%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	40	90%	37	86%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	2	#
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	#	2	#

(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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	86%	3	#	0	0%
Science	4	#	1	#	4	#
Reading	5	20%	3	#	4	#
Writing	1	#	3	#	0	0%
Global Studies	3	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	67	79	72	5	4	6
Number Scoring 55–100	63	75	65	1	#	4
Number Scoring 65–100	56	73	56	0	#	2
Number Scoring 85–100	21	42	31	0	#	0
Percentage of Tested Scoring 55–100	94%	95%	90%	20%	#	67%
Percentage of Tested Scoring 65–100	84%	92%	78%	0%	#	33%
Percentage of Tested Scoring 85–100	31%	53%	43%	0%	#	0%
Mathematics A						
Number Tested	16	8	61	0	1	3
Number Scoring 55–100	12	7	57	0	#	#
Number Scoring 65–100	7	4	50	0	#	#
Number Scoring 85–100	0	0	27	0	#	#
Percentage of Tested Scoring 55–100	75%	88%	93%	0%	#	#
Percentage of Tested Scoring 65–100	44%	50%	82%	0%	#	#
Percentage of Tested Scoring 85–100	0%	0%	44%	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	95	83	92	5	6	21
Number Scoring 55–100	92	82	80	3	6	12
Number Scoring 65–100	83	73	70	2	5	10
Number Scoring 85–100	32	14	24	0	0	4
Percentage of Tested Scoring 55–100	97%	99%	87%	60%	100%	57%
Percentage of Tested Scoring 65–100	87%	88%	76%	40%	83%	48%
Percentage of Tested Scoring 85–100	34%	17%	26%	0%	0%	19%
U.S. History and Government (first administered June 2001)						
Number Tested	64	76	79	5	4	6
Number Scoring 55–100	62	75	78	5	#	6
Number Scoring 65–100	55	66	74	5	#	6
Number Scoring 85–100	32	26	44	3	#	2
Percentage of Tested Scoring 55–100	97%	99%	99%	100%	#	100%
Percentage of Tested Scoring 65–100	86%	87%	94%	100%	#	100%
Percentage of Tested Scoring 85–100	50%	34%	56%	60%	#	33%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	89	79	90	2	7	23
Number Scoring 55–100	89	78	83	#	6	17
Number Scoring 65–100	84	78	79	#	6	14
Number Scoring 85–100	21	23	32	#	1	2
Percentage of Tested Scoring 55–100	100%	99%	92%	#	86%	74%
Percentage of Tested Scoring 65–100	94%	99%	88%	#	86%	61%
Percentage of Tested Scoring 85–100	24%	29%	36%	#	14%	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	68	64	56	2	2	3
Number Scoring 55–100	68	64	53	#	#	#
Number Scoring 65–100	65	62	46	#	#	#
Number Scoring 85–100	32	34	11	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	95%	#	#	#
Percentage of Tested Scoring 65–100	96%	97%	82%	#	#	#
Percentage of Tested Scoring 85–100	47%	53%	20%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		32	38		2	0
Number Scoring 55–100		32	36		#	0
Number Scoring 65–100		32	33		#	0
Number Scoring 85–100		12	6		#	0
Percentage of Tested Scoring 55–100		100%	95%		#	0%
Percentage of Tested Scoring 65–100		100%	87%		#	0%
Percentage of Tested Scoring 85–100		38%	16%		#	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	29	19	42	0	0	0
Number Scoring 55–100	29	19	42	0	0	0
Number Scoring 65–100	29	19	42	0	0	0
Number Scoring 85–100	26	4	30	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	90%	21%	71%	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	15	18	32	0	0	0
Number Scoring 55–100	15	18	32	0	0	0
Number Scoring 65–100	15	18	32	0	0	0
Number Scoring 85–100	9	11	20	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	60%	61%	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	60	64	2	0	3	0
Number Scoring 55–100	54	58	#	0	#	0
Number Scoring 65–100	49	56	#	0	#	0
Number Scoring 85–100	31	26	#	0	#	0
Percentage of Tested Scoring 55–100	90%	91%	#	0%	#	0%
Percentage of Tested Scoring 65–100	82%	88%	#	0%	#	0%
Percentage of Tested Scoring 85–100	52%	41%	#	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	33	47	42	0	0	0
Number Scoring 55–100	30	45	40	0	0	0
Number Scoring 65–100	28	43	37	0	0	0
Number Scoring 85–100	18	26	21	0	0	0
Percentage of Tested Scoring 55–100	91%	96%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	91%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	55%	50%	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	33	100%	36	100%	35	77%
Students with Disabilities	2	#	5	80%	5	100%

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	72	72	72	10	10	10	82	82	82
Number Scoring 55–64	6	5	4	1	0	0	7	5	4
Number Scoring 65–84	34	40	42	2	3	1	36	43	43
Number Scoring 85–100	31	26	25	0	0	0	31	26	25
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)