

# New York State School Report Card Comprehensive Information Report

BEDS Code: 04-03-02-06-0001  
 Name: Allegany-Limestone High School  
 Principal: Cynthia Havers

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	122	113	100
Tenth	124	116	110
Eleventh	122	121	118
Twelfth	129	116	113
Ungraded Secondary	0	0	5
Total K-12 Enrollment	497	466	446

## 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	16	3.2%	18	3.9%	9	2.0%
Black (Not Hispanic)	6	1.2%	4	0.9%	2	0.4%
Hispanic	1	0.2%	2	0.4%	3	0.7%
White (Not Hispanic)	474	95.4%	442	94.8%	432	96.9%

## 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	21	18	22
Mathematics Grade 10	15	17	18
Science Grade 10	22	23	21
Social Studies Grade 10	20	21	22

(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
50	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 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%	0	0.0%	0	0.0%
Eligible for Free Lunch	35	7.0%	38	8.2%	41	9.2%

### 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		95.7%		95.4%		97.1%
Student Suspensions	16	1.9%	30	6.0%	13	2.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.4%	5.1%	6.5%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	99%	98%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	30
Total Other Professional Staff	4
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	118	71	60%	94	63	67%	114	73	64%
Students with Disabilities	11	2	18%	4	0	0%	2	0	0%
All Students	129	73	57%	98	63	64%	116	73	63%

\*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	61	34	1	4	3	13
Percent	53%	29%	1%	3%	3%	11%

## 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)
2	0	3	5

\*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			10		11	
	Entered GED Program*			1		0	
	Total Noncompleters			11		11	
Students with Disabilities	Dropped Out			3		1	
	Entered GED Program*			0		0	
	Total Noncompleters			3		1	
All Students	Dropped Out	8	1.6%	13	2.8%	12	2.7%
	Entered GED Program*	1	0.2%	1	0.2%	0	0.0%
	Total Noncompleters	9	1.8%	14	3.0%	12	2.7%

\*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		183	210
	Number of Students with Disabilities		23	20
	Number of All Students		206	230
	Percent of Enrollment		44%	52%

## 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%	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%

### 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	0	0%	13	85%	6	83%
Science	1	#	9	78%	2	#
Reading	0	0%	13	69%	14	100%
Writing	0	0%	16	94%	9	100%
Global Studies	0	0%	5	40%	5	40%
U.S. Hist & Gov't	11	91%	3	#	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	1	#	2	#
Science	8	88%	1	#	3	#
Reading	3	#	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	5	40%	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	114	114	114	9	1	1
Number Scoring 55–100	108	106	103	6	#	#
Number Scoring 65–100	102	92	95	4	#	#
Number Scoring 85–100	34	50	52	0	#	#
Percentage of Tested Scoring 55–100	95%	93%	90%	67%	#	#
Percentage of Tested Scoring 65–100	89%	81%	83%	44%	#	#
Percentage of Tested Scoring 85–100	30%	44%	46%	0%	#	#
<b>Mathematics A</b>						
Number Tested	0	7	118	0	0	0
Number Scoring 55–100	0	1	100	0	0	0
Number Scoring 65–100	0	1	92	0	0	0
Number Scoring 85–100	0	0	30	0	0	0
Percentage of Tested Scoring 55–100	0%	14%	85%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	14%	78%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	25%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	14	0	0	0
Number Scoring 55–100	0	0	14	0	0	0
Number Scoring 65–100	0	0	14	0	0	0
Number Scoring 85–100	0	0	7	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	50%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	120	118	113	16	0	1
Number Scoring 55–100	116	112	109	14	0	#
Number Scoring 65–100	102	101	100	8	0	#
Number Scoring 85–100	46	33	42	1	0	#
Percentage of Tested Scoring 55–100	97%	95%	96%	88%	0%	#
Percentage of Tested Scoring 65–100	85%	86%	88%	50%	0%	#
Percentage of Tested Scoring 85–100	38%	28%	37%	6%	0%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	106	120	115	7	3	1
Number Scoring 55–100	94	115	112	4	#	#
Number Scoring 65–100	83	102	110	1	#	#
Number Scoring 85–100	48	47	73	0	#	#
Percentage of Tested Scoring 55–100	89%	96%	97%	57%	#	#
Percentage of Tested Scoring 65–100	78%	85%	96%	14%	#	#
Percentage of Tested Scoring 85–100	45%	39%	63%	0%	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	83	83	100	7	0	2
Number Scoring 55–100	82	83	100	6	0	#
Number Scoring 65–100	77	82	94	4	0	#
Number Scoring 85–100	23	35	30	0	0	#
Percentage of Tested Scoring 55–100	99%	100%	100%	86%	0%	#
Percentage of Tested Scoring 65–100	93%	99%	94%	57%	0%	#
Percentage of Tested Scoring 85–100	28%	42%	30%	0%	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	109	107	108	10	0	3
Number Scoring 55–100	102	101	102	4	0	#
Number Scoring 65–100	88	88	91	3	0	#
Number Scoring 85–100	37	45	52	1	0	#
Percentage of Tested Scoring 55–100	94%	94%	94%	40%	0%	#
Percentage of Tested Scoring 65–100	81%	82%	84%	30%	0%	#
Percentage of Tested Scoring 85–100	34%	42%	48%	10%	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		60	76		0	0
Number Scoring 55–100		58	76		0	0
Number Scoring 65–100		37	61		0	0
Number Scoring 85–100		6	12		0	0
Percentage of Tested Scoring 55–100		97%	100%		0%	0%
Percentage of Tested Scoring 65–100		62%	80%		0%	0%
Percentage of Tested Scoring 85–100		10%	16%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	7	11	14	1	0	0
Number Scoring 55–100	7	11	14	#	0	0
Number Scoring 65–100	7	11	14	#	0	0
Number Scoring 85–100	4	9	11	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	57%	82%	79%	#	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	70	62	51	1	0	0
Number Scoring 55–100	70	62	51	#	0	0
Number Scoring 65–100	69	62	50	#	0	0
Number Scoring 85–100	48	49	36	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	99%	100%	98%	#	0%	0%
Percentage of Tested Scoring 85–100	69%	79%	71%	#	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)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	97	90	5	5	0	0
Number Scoring 55–100	85	80	5	3	0	0
Number Scoring 65–100	79	72	4	2	0	0
Number Scoring 85–100	54	38	1	1	0	0
Percentage of Tested Scoring 55–100	88%	89%	100%	60%	0%	0%
Percentage of Tested Scoring 65–100	81%	80%	80%	40%	0%	0%
Percentage of Tested Scoring 85–100	56%	42%	20%	20%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	81	77	70	1	0	0
Number Scoring 55–100	75	73	64	#	0	0
Number Scoring 65–100	70	71	63	#	0	0
Number Scoring 85–100	42	44	31	#	0	0
Percentage of Tested Scoring 55–100	93%	95%	91%	#	0%	0%
Percentage of Tested Scoring 65–100	86%	92%	90%	#	0%	0%
Percentage of Tested Scoring 85–100	52%	57%	44%	#	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	18	100%	19	63%	25	84%
Students with Disabilities	6	100%	1	#	2	#

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	112	112	112	2	2	2	114	114	114
Number Scoring 55–64	#	#	#	#	#	#	10	9	9
Number Scoring 65–84	#	#	#	#	#	#	55	47	57
Number Scoring 85–100	#	#	#	#	#	#	46	45	37
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)