

# New York State School Report Card Comprehensive Information Report

BEDS Code: 59-09-01-06-0006  
 Name: Liberty High School  
 Principal: Jack Strassman

Grade Range : 8-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	173	163	171
Ninth	131	168	197
Tenth	158	164	133
Eleventh	88	110	138
Twelfth	96	124	109
Ungraded Secondary	0	45	0
Total K-12 Enrollment	646	774	748

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	12	1.9%	19	2.5%	17	2.3%
Black (Not Hispanic)	65	10.1%	88	11.4%	89	11.9%
Hispanic	72	11.1%	100	12.9%	111	14.8%
White (Not Hispanic)	497	76.9%	567	73.3%	531	71.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	22	0
Mathematics Grade 8	21	24	27
Science Grade 8	21	25	22
Social Studies Grade 8	26	20	15
English Grade 10	17	20	18
Mathematics Grade 10	23	16	14
Science Grade 10	24	19	22
Social Studies Grade 10	22	23	18

(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
48	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 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	11	1.7%	14	1.8%	14	1.9%
Eligible for Free Lunch	224	34.7%	180	23.3%	256	34.2%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		90.7%		89.2%		89.9%
Student Suspensions	78	11.7%	120	18.6%	167	21.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.3%	7.5%	9.8%
Public Assistance	41-50%	1-10%	11-20%
Student Stability	98%	95%	100%

### Staff Counts

Staff	2003-04
Total Teachers	56
Total Other Professional Staff	9
Total Paraprofessionals	NA
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 Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	68	42	62%	107	62	58%	68	54	79%
Students with Disabilities	4	1	25%	8	1	12%	7	0	0%
All Students	72	43	60%	115	63	55%	75	54	72%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	33	23	3	5	11	0
Percent	44%	31%	4%	7%	15%	0%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
7	0	13	20

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		18		15	3.1%
	Entered GED Program*	0		1		7	1.5%
	Total Noncompleters	0		19		22	4.6%
Students with Disabilities	Dropped Out	0		1		5	4.9%
	Entered GED Program*	0		0		1	1.0%
	Total Noncompleters	0		1		6	5.9%
All Students	Dropped Out	0	0.0%	19	3.2%	20	3.4%
	Entered GED Program*	0	0.0%	1	0.2%	8	1.4%
	Total Noncompleters	0	0.0%	20	3.3%	28	4.8%

\*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	20	120	161
	Number of Students with Disabilities	0	30	20
	Number of All Students	20	150	181
	Percent of Enrollment	12%	87%	106%
9-12	Number of General-Education Students	110	451	492
	Number of Students with Disabilities	90	115	131
	Number of All Students	200	566	623
	Percent of Enrollment	42%	94%	108%

## 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 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	24	92%	25	100%	17	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	15	100%	22	95%	21	95%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	100%	1	#	5	100%
Science	14	43%	1	#	0	0%
Reading	0	0%	2	#	1	#
Writing	0	0%	2	#	3	#
Global Studies	12	92%	4	#	3	#
U.S. Hist & Gov't	7	57%	3	#	3	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	22	100%	26	73%
Science	0	0%	15	67%	12	50%
Reading	1	#	7	71%	7	71%
Writing	2	#	8	100%	11	55%
Global Studies	0	0%	9	100%	12	50%
U.S. Hist & Gov't	3	#	10	100%	11	64%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	190	111	117	6	12	13
Number Scoring 55-100	187	103	105	5	7	4
Number Scoring 65-100	171	101	98	4	6	2
Number Scoring 85-100	94	58	56	0	2	0
Percentage of Tested Scoring 55-100	98%	93%	90%	83%	58%	31%
Percentage of Tested Scoring 65-100	90%	91%	84%	67%	50%	15%
Percentage of Tested Scoring 85-100	49%	52%	48%	0%	17%	0%
<b>Mathematics A</b>						
Number Tested	0	48	104	0	1	4
Number Scoring 55-100	0	47	102	0	#	#
Number Scoring 65-100	0	45	99	0	#	#
Number Scoring 85-100	0	7	33	0	#	#
Percentage of Tested Scoring 55-100	0%	98%	98%	0%	#	#
Percentage of Tested Scoring 65-100	0%	94%	95%	0%	#	#
Percentage of Tested Scoring 85-100	0%	15%	32%	0%	#	#
<b>Mathematics B</b>						
Number Tested	0	0	48	0	0	0
Number Scoring 55-100	0	0	44	0	0	0
Number Scoring 65-100	0	0	41	0	0	0
Number Scoring 85-100	0	0	11	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	85%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	23%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	218	230	120	1	25	11
Number Scoring 55-100	189	209	102	#	15	6
Number Scoring 65-100	170	189	93	#	11	5
Number Scoring 85-100	41	69	38	#	1	0
Percentage of Tested Scoring 55-100	87%	91%	85%	#	60%	55%
Percentage of Tested Scoring 65-100	78%	82%	78%	#	44%	45%
Percentage of Tested Scoring 85-100	19%	30%	32%	#	4%	0%
<b>U.S. History and Government</b>						
Number Tested	190	117	123	6	12	13
Number Scoring 55-100	168	107	105	4	9	7
Number Scoring 65-100	135	86	79	1	3	1
Number Scoring 85-100	45	28	36	0	0	0
Percentage of Tested Scoring 55-100	88%	91%	85%	67%	75%	54%
Percentage of Tested Scoring 65-100	71%	74%	64%	17%	25%	8%
Percentage of Tested Scoring 85-100	24%	24%	29%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	226	224	130	1	14	11
Number Scoring 55-100	215	214	125	#	8	7
Number Scoring 65-100	199	196	113	#	4	4
Number Scoring 85-100	33	42	22	#	0	0
Percentage of Tested Scoring 55-100	95%	96%	96%	#	57%	64%
Percentage of Tested Scoring 65-100	88%	88%	87%	#	29%	36%
Percentage of Tested Scoring 85-100	15%	19%	17%	#	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	181	192	139	0	14	19
Number Scoring 55-100	164	171	115	0	5	4
Number Scoring 65-100	157	159	95	0	3	4
Number Scoring 85-100	73	84	33	0	0	0
Percentage of Tested Scoring 55-100	91%	89%	83%	0%	36%	21%
Percentage of Tested Scoring 65-100	87%	83%	68%	0%	21%	21%
Percentage of Tested Scoring 85-100	40%	44%	24%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	41	79	36	0	0	0
Number Scoring 55-100	40	76	30	0	0	0
Number Scoring 65-100	29	66	22	0	0	0
Number Scoring 85-100	4	9	4	0	0	0
Percentage of Tested Scoring 55-100	98%	96%	83%	0%	0%	0%
Percentage of Tested Scoring 65-100	71%	84%	61%	0%	0%	0%
Percentage of Tested Scoring 85-100	10%	11%	11%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			30			0
Number Scoring 55-100			20			0
Number Scoring 65-100			17			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			67%			0%
Percentage of Tested Scoring 65-100			57%			0%
Percentage of Tested Scoring 85-100			10%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	25	36	29	0	0	0
Number Scoring 55-100	24	35	29	0	0	0
Number Scoring 65-100	21	35	28	0	0	0
Number Scoring 85-100	5	20	11	0	0	0
Percentage of Tested Scoring 55-100	96%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	84%	97%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	20%	56%	38%	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	33	56	37	0	0	0
Number Scoring 55-100	33	56	35	0	0	0
Number Scoring 65-100	31	52	35	0	0	0
Number Scoring 85-100	22	35	25	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	93%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	67%	62%	68%	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)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	93	73	14	0	0	0
Number Scoring 55-100	88	53	6	0	0	0
Number Scoring 65-100	84	49	4	0	0	0
Number Scoring 85-100	60	42	0	0	0	0
Percentage of Tested Scoring 55-100	95%	73%	43%	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	67%	29%	0%	0%	0%
Percentage of Tested Scoring 85-100	65%	58%	0%	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	93%	46	93%	21	100%
Students with Disabilities	2	#	11	91%	7	57%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	143	0%	51%	44%	5%
	Students with Disabilities	24	38%	58%	4%	0%
	All Students	167	5%	52%	38%	4%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	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

## 2000 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	91	91	91	14	14	14	105	105	105
Number Scoring 55–64	3	8	2	4	4	2	7	12	4
Number Scoring 65–84	61	48	50	3	2	7	64	50	57
Number Scoring 85–100	16	23	30	0	0	0	16	23	30
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			13			1
Beginning (0-18)			2			#
Intermediate (19-31)			5			#
Advanced (32-36)			1			#
Proficient (37-39)			5			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			13			1
Beginning (0-14)			4			#
Intermediate (15-24)			5			#
Advanced (25-32)			3			#
Proficient (33-35)			1			#

\*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)