

New York State School Report Card

Comprehensive Information Report

BEDS Code: 61-06-00-01-0019
 Name: Lehman Alternative Community School
 Principal: Joseph Greenberg

Grade Range : 6-12

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	37	37	36
Ungraded Elementary	0	0	0
Seventh	37	37	38
Eighth	37	39	41
Ninth	38	37	41
Tenth	37	32	38
Eleventh	44	39	37
Twelfth	32	44	32
Ungraded Secondary	0	0	0
Total K-12 Enrollment	262	265	263

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	19	7.3%	25	9.4%	24	9.1%
Black (Not Hispanic)	25	9.5%	23	8.7%	19	7.2%
Hispanic	9	3.4%	11	4.2%	9	3.4%
White (Not Hispanic)	209	79.8%	206	77.7%	211	80.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	19	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	17	21	20
English Grade 10	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	12	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	62	23.7%	17	6.4%	17	6.5%
Eligible for Free Lunch	33	12.6%	30	11.3%	30	11.4%

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		98.2%		94.7%		95.7%
Student Suspensions	11	4.2%	16	6.1%	13	4.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.5%	5.7%	6.1%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	97%	95%	97%

Staff Counts

Staff	2003-04
Total Teachers	29
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	6

*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	25	#	#	24	#	#	25	0	0%
Students with Disabilities	4	#	#	2	#	#	7	0	0%
All Students	29	29	100%	26	0	0%	32	0	0%

*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	20	6	3	0	2	1
Percent	62%	19%	9%	0%	6%	3%

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	0	7

*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	#		#		1	0.8%
	Entered GED Program*	#		#		2	1.6%
	Total Noncompleters	#		#		3	2.5%
Students with Disabilities	Dropped Out	#		#		2	6.5%
	Entered GED Program*	#		#		0	0.0%
	Total Noncompleters	#		#		2	6.5%
All Students	Dropped Out	0	0.0%	3	2.0%	3	2.0%
	Entered GED Program*	0	0.0%	0	0.0%	2	1.3%
	Total Noncompleters	0	0.0%	3	2.0%	5	3.3%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	8	100%	14	100%	16	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	16	75%	21	100%	19	100%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	3	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	5	100%	2	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	1	#
Science	1	#	0	0%	0	0%
Reading	2	#	0	0%	2	#
Writing	2	#	1	#	2	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	70	25	28	9	7	7
Number Scoring 55–100	68	23	25	9	5	4
Number Scoring 65–100	60	23	22	7	5	3
Number Scoring 85–100	25	12	11	0	2	0
Percentage of Tested Scoring 55–100	97%	92%	89%	100%	71%	57%
Percentage of Tested Scoring 65–100	86%	92%	79%	78%	71%	43%
Percentage of Tested Scoring 85–100	36%	48%	39%	0%	29%	0%
Mathematics A						
Number Tested	0	28	50	0	5	6
Number Scoring 55–100	0	27	49	0	4	5
Number Scoring 65–100	0	25	48	0	4	5
Number Scoring 85–100	0	13	25	0	1	3
Percentage of Tested Scoring 55–100	0%	96%	98%	0%	80%	83%
Percentage of Tested Scoring 65–100	0%	89%	96%	0%	80%	83%
Percentage of Tested Scoring 85–100	0%	46%	50%	0%	20%	50%
Mathematics 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%
Global History and Geography						
Number Tested	0	24	31	0	1	2
Number Scoring 55–100	0	22	28	0	#	#
Number Scoring 65–100	0	21	26	0	#	#
Number Scoring 85–100	0	15	14	0	#	#
Percentage of Tested Scoring 55–100	0%	92%	90%	0%	#	#
Percentage of Tested Scoring 65–100	0%	88%	84%	0%	#	#
Percentage of Tested Scoring 85–100	0%	62%	45%	0%	#	#
U.S. History and Government						
Number Tested	0	0	27	0	0	4
Number Scoring 55–100	0	0	26	0	0	#
Number Scoring 65–100	0	0	24	0	0	#
Number Scoring 85–100	0	0	17	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	63%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	0	5	14	0	2	1
Number Scoring 55–100	0	5	14	0	#	#
Number Scoring 65–100	0	5	14	0	#	#
Number Scoring 85–100	0	1	11	0	#	#
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	0%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	0%	20%	79%	0%	#	#
Physical Setting/Earth Science						
Number Tested	20	24	27	3	3	2
Number Scoring 55–100	18	22	26	#	#	#
Number Scoring 65–100	16	19	24	#	#	#
Number Scoring 85–100	7	7	12	#	#	#
Percentage of Tested Scoring 55–100	90%	92%	96%	#	#	#
Percentage of Tested Scoring 65–100	80%	79%	89%	#	#	#
Percentage of Tested Scoring 85–100	35%	29%	44%	#	#	#
Physical Setting/Chemistry						
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%
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of Tested Scoring 55–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%
Percentage of Tested Scoring 85–100			0%			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
Comprehensive French						
Number Tested	6	8	6	0	0	0
Number Scoring 55–100	6	8	6	0	0	0
Number Scoring 65–100	6	8	6	0	0	0
Number Scoring 85–100	6	6	3	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	100%	75%	50%	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	10	2	11	2	1	3
Number Scoring 55–100	9	#	11	#	#	#
Number Scoring 65–100	7	#	11	#	#	#
Number Scoring 85–100	2	#	5	#	#	#
Percentage of Tested Scoring 55–100	90%	#	100%	#	#	#
Percentage of Tested Scoring 65–100	70%	#	100%	#	#	#
Percentage of Tested Scoring 85–100	20%	#	45%	#	#	#
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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
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%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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
Nov 2003	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 2004	General-Education Students	32	0%	66%	31%	3%
	Students with Disabilities	6	0%	100%	0%	0%
	All Students	38	0%	71%	26%	3%

(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
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

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	28	28	28	11	11	11	39	39	39
Number Scoring 55–64	0	0	0	0	0	0	0	0	0
Number Scoring 65–84	1	0	2	0	0	0	1	0	2
Number Scoring 85–100	0	0	0	0	0	0	0	0	0
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
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*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 – K)

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
Listening and Speaking (Grade 7-8)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*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)