

New York State School Report Card Comprehensive Information Report

BEDS Code: 15-11-02-04-0001
 Name: Lake Placid Junior-Senior High School
 Principal: David Messner

Grade Range : 6-12

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	67	67	63
Ungraded Elementary	0	0	0
Seventh	89	96	88
Eighth	86	80	93
Ninth	80	68	83
Tenth	83	75	74
Eleventh	83	71	73
Twelfth	54	73	76
Ungraded Secondary	1	0	0
Total K-12 Enrollment	543	530	550

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	4	0.7%	6	1.1%	6	1.1%
Black (Not Hispanic)	2	0.4%	2	0.4%	6	1.1%
Hispanic	0	0.0%	1	0.2%	1	0.2%
White (Not Hispanic)	537	98.9%	521	98.3%	537	97.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	18	15
Mathematics Grade 8	17	18	15
Science Grade 8	19	18	15
Social Studies Grade 8	21	18	15
English Grade 10	27	16	17
Mathematics Grade 10	11	16	13
Science Grade 10	16	15	18
Social Studies Grade 10	22	18	17

(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	5	0.9%	4	0.7%	1	0.2%
Eligible for Free Lunch	43	7.9%	76	14.3%	53	9.6%

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		93.6%		94.3%		94.2%
Student Suspensions	83	15.2%	91	16.8%	83	15.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.5%	9.8%	9.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	93%	99%	87%

Staff Counts

Staff	2002–2003
Total Teachers	48
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	4
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	42	22	52%	50	32	64%	52	34	65%
Students with Disabilities	3	1	33%	8	0	0%	3	0	0%
All Students	45	23	51%	58	32	55%	55	34	62%

*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	27	13	1	3	9	2
Percent	49%	24%	2%	5%	16%	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)
3	0	2	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			7		10	
	Entered GED Program*			2		1	
	Total Noncompleters			9		11	
Students with Disabilities	Dropped Out			4		4	
	Entered GED Program*			1		0	
	Total Noncompleters			5		4	
All Students	Dropped Out	12	4.0%	11	3.8%	14	4.6%
	Entered GED Program*	0	0.0%	3	1.0%	1	0.3%
	Total Noncompleters	12	4.0%	14	4.9%	15	4.9%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	22	100%	24	83%	32	81%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	37	86%	39	90%	38	89%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	2	#	3	#

(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%	1	#
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	4	#	0	0%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	10	80%	11	100%
Science	8	62%	4	#	0	0%
Reading	7	86%	8	75%	8	75%
Writing	7	86%	8	62%	7	100%
Global Studies	9	44%	10	50%	5	100%
U.S. Hist & Gov't	6	83%	7	86%	7	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	79	73	68	6	9	9
Number Scoring 55–100	73	70	64	3	6	6
Number Scoring 65–100	59	65	58	0	3	2
Number Scoring 85–100	11	27	19	0	1	1
Percentage of Tested Scoring 55–100	92%	96%	94%	50%	67%	67%
Percentage of Tested Scoring 65–100	75%	89%	85%	0%	33%	22%
Percentage of Tested Scoring 85–100	14%	37%	28%	0%	11%	11%
Mathematics A						
Number Tested	0	69	83	0	9	11
Number Scoring 55–100	0	46	67	0	1	4
Number Scoring 65–100	0	36	61	0	0	2
Number Scoring 85–100	0	21	13	0	0	0
Percentage of Tested Scoring 55–100	0%	67%	81%	0%	11%	36%
Percentage of Tested Scoring 65–100	0%	52%	73%	0%	0%	18%
Percentage of Tested Scoring 85–100	0%	30%	16%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	15	0	0	0
Number Scoring 55–100	0	0	14	0	0	0
Number Scoring 65–100	0	0	12	0	0	0
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	80%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	7%	0%	0%	0%
Global History and Geography						
Number Tested	76	72	68	10	11	11
Number Scoring 55–100	71	69	64	5	9	9
Number Scoring 65–100	68	61	56	3	4	6
Number Scoring 85–100	28	27	33	1	1	0
Percentage of Tested Scoring 55–100	93%	96%	94%	50%	82%	82%
Percentage of Tested Scoring 65–100	89%	85%	82%	30%	36%	55%
Percentage of Tested Scoring 85–100	37%	38%	49%	10%	9%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	74	70	71	7	8	9
Number Scoring 55–100	68	62	64	4	3	4
Number Scoring 65–100	53	55	55	1	2	2
Number Scoring 85–100	22	8	15	0	0	0
Percentage of Tested Scoring 55–100	92%	89%	90%	57%	38%	44%
Percentage of Tested Scoring 65–100	72%	79%	77%	14%	25%	22%
Percentage of Tested Scoring 85–100	30%	11%	21%	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	55	66	61	7	9	7
Number Scoring 55–100	55	66	61	7	9	7
Number Scoring 65–100	54	65	61	6	8	7
Number Scoring 85–100	14	29	34	0	1	0
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	98%	100%	86%	89%	100%
Percentage of Tested Scoring 85–100	25%	44%	56%	0%	11%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	52	52	42	0	1	0
Number Scoring 55–100	52	52	40	0	#	0
Number Scoring 65–100	49	49	39	0	#	0
Number Scoring 85–100	21	17	25	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	95%	0%	#	0%
Percentage of Tested Scoring 65–100	94%	94%	93%	0%	#	0%
Percentage of Tested Scoring 85–100	40%	33%	60%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		41	42		0	2
Number Scoring 55–100		40	40		0	#
Number Scoring 65–100		32	34		0	#
Number Scoring 85–100		2	6		0	#
Percentage of Tested Scoring 55–100		98%	95%		0%	#
Percentage of Tested Scoring 65–100		78%	81%		0%	#
Percentage of Tested Scoring 85–100		5%	14%		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	41	18	24	0	0	1
Number Scoring 55–100	41	18	24	0	0	#
Number Scoring 65–100	41	17	24	0	0	#
Number Scoring 85–100	23	11	12	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	94%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	56%	61%	50%	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	43	33	29	0	0	1
Number Scoring 55–100	43	33	28	0	0	#
Number Scoring 65–100	41	32	28	0	0	#
Number Scoring 85–100	15	16	19	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	97%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	35%	48%	66%	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	68	63	20	1	0	0
Number Scoring 55–100	60	46	13	#	0	0
Number Scoring 65–100	56	38	11	#	0	0
Number Scoring 85–100	24	17	0	#	0	0
Percentage of Tested Scoring 55–100	88%	73%	65%	#	0%	0%
Percentage of Tested Scoring 65–100	82%	60%	55%	#	0%	0%
Percentage of Tested Scoring 85–100	35%	27%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	45	46	21	0	0	0
Number Scoring 55–100	37	36	14	0	0	0
Number Scoring 65–100	31	33	12	0	0	0
Number Scoring 85–100	13	11	4	0	0	0
Percentage of Tested Scoring 55–100	82%	78%	67%	0%	0%	0%
Percentage of Tested Scoring 65–100	69%	72%	57%	0%	0%	0%
Percentage of Tested Scoring 85–100	29%	24%	19%	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	8	100%	5	100%	10	80%
Students with Disabilities	11	82%	5	100%	8	63%

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	69	0%	29%	52%	19%
	Students with Disabilities	15	0%	80%	20%	0%
	All Students	84	0%	38%	46%	15%

(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	53	53	53	10	10	10	63	63	63
Number Scoring 55–64	0	0	0	2	1	1	2	1	1
Number Scoring 65–84	27	40	32	3	2	5	30	42	37
Number Scoring 85–100	23	7	17	2	0	0	25	7	17
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)