

New York State School Report Card Comprehensive Information Report

BEDS Code: 40-04-00-01-0011

Grade Range : 9-12

Name: Lockport High School

Principal: Frank Movalli

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	561	532	525
Tenth	403	442	414
Eleventh	360	380	417
Twelfth	348	345	355
Ungraded Secondary	52	66	81
Total K-12 Enrollment	1724	1765	1792

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	0.9%	17	1.0%	23	1.3%
Black (Not Hispanic)	154	8.9%	163	9.2%	153	8.5%
Hispanic	24	1.4%	28	1.6%	38	2.1%
White (Not Hispanic)	1530	88.7%	1557	88.2%	1578	88.1%

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	23	21
Mathematics Grade 10	22	22	21
Science Grade 10	21	22	21
Social Studies Grade 10	21	23	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	7	0.4%	19	1.1%	4	0.2%
Eligible for Free Lunch	193	11.2%	158	8.9%	160	8.9%

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		91.8%		92.3%		92.4%
Student Suspensions	223	13.0%	124	7.2%	88	5.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.0%	4.1%	4.4%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	96%	99%	97%

Staff Counts

Staff	2002–2003
Total Teachers	122
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	306	178	58%	284	186	65%	324	220	68%
Students with Disabilities	15	0	0%	18	1	6%	12	2	17%
All Students	321	178	55%	302	187	62%	336	222	66%

*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	140	150	0	15	24	7
Percent	42%	45%	0%	4%	7%	2%

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)
12	2	11	23

*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			35		25	
	Entered GED Program*			16		58	
	Total Noncompleters			51		83	
Students with Disabilities	Dropped Out			7		5	
	Entered GED Program*			4		10	
	Total Noncompleters			11		15	
All Students	Dropped Out	33	1.9%	42	2.4%	30	1.7%
	Entered GED Program*	69	4.0%	20	1.1%	68	3.8%
	Total Noncompleters	102	5.9%	62	3.5%	98	5.5%

*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	1511
	Number of Students with Disabilities		0	200
	Number of All Students		0	1711
	Percent of Enrollment		0%	95%

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%	93	52%
German	0	0%	0	0%	1	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	8	75%	0	0%
Spanish	3	#	148	69%	170	75%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	5	80%
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	#	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	6	67%	26	38%	7	71%
Science	12	75%	45	51%	13	69%
Reading	4	#	21	38%	1	#
Writing	4	#	5	60%	3	#
Global Studies	2	#	15	73%	1	#
U.S. Hist & Gov't	5	40%	7	71%	4	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	76%	14	21%	19	47%
Science	15	40%	12	8%	18	44%
Reading	10	30%	6	17%	14	71%
Writing	10	100%	1	#	18	72%
Global Studies	6	0%	3	#	22	45%
U.S. Hist & Gov't	8	75%	4	#	9	56%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	396	384	452	21	5	27
Number Scoring 55–100	383	367	421	15	2	16
Number Scoring 65–100	352	346	393	5	1	13
Number Scoring 85–100	109	159	204	0	0	0
Percentage of Tested Scoring 55–100	97%	96%	93%	71%	40%	59%
Percentage of Tested Scoring 65–100	89%	90%	87%	24%	20%	48%
Percentage of Tested Scoring 85–100	28%	41%	45%	0%	0%	0%
Mathematics A						
Number Tested	0	294	425	0	2	15
Number Scoring 55–100	0	258	352	0	#	9
Number Scoring 65–100	0	218	303	0	#	5
Number Scoring 85–100	0	84	77	0	#	0
Percentage of Tested Scoring 55–100	0%	88%	83%	0%	#	60%
Percentage of Tested Scoring 65–100	0%	74%	71%	0%	#	33%
Percentage of Tested Scoring 85–100	0%	29%	18%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	147	0	0	0
Number Scoring 55–100	0	0	107	0	0	0
Number Scoring 65–100	0	0	76	0	0	0
Number Scoring 85–100	0	0	10	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	73%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	52%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	7%	0%	0%	0%
Global History and Geography						
Number Tested	417	454	435	29	4	43
Number Scoring 55–100	393	410	397	23	#	28
Number Scoring 65–100	368	379	358	16	#	22
Number Scoring 85–100	147	141	142	2	#	1
Percentage of Tested Scoring 55–100	94%	90%	91%	79%	#	65%
Percentage of Tested Scoring 65–100	88%	83%	82%	55%	#	51%
Percentage of Tested Scoring 85–100	35%	31%	33%	7%	#	2%
U.S. History and Government (first administered June 2001)						
Number Tested	336	387	440	13	5	18
Number Scoring 55–100	309	355	432	6	4	16
Number Scoring 65–100	288	314	410	5	2	10
Number Scoring 85–100	117	96	214	1	0	1
Percentage of Tested Scoring 55–100	92%	92%	98%	46%	80%	89%
Percentage of Tested Scoring 65–100	86%	81%	93%	38%	40%	56%
Percentage of Tested Scoring 85–100	35%	25%	49%	8%	0%	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	430	416	386	17	1	33
Number Scoring 55–100	429	415	373	17	#	27
Number Scoring 65–100	425	408	342	16	#	19
Number Scoring 85–100	130	144	92	0	#	1
Percentage of Tested Scoring 55–100	100%	100%	97%	100%	#	82%
Percentage of Tested Scoring 65–100	99%	98%	89%	94%	#	58%
Percentage of Tested Scoring 85–100	30%	35%	24%	0%	#	3%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	358	358	390	26	1	29
Number Scoring 55–100	310	314	332	13	#	17
Number Scoring 65–100	268	269	262	8	#	7
Number Scoring 85–100	77	77	68	0	#	0
Percentage of Tested Scoring 55–100	87%	88%	85%	50%	#	59%
Percentage of Tested Scoring 65–100	75%	75%	67%	31%	#	24%
Percentage of Tested Scoring 85–100	22%	22%	17%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		251	324		0	3
Number Scoring 55–100		239	293		0	#
Number Scoring 65–100		177	231		0	#
Number Scoring 85–100		17	37		0	#
Percentage of Tested Scoring 55–100		95%	90%		0%	#
Percentage of Tested Scoring 65–100		71%	71%		0%	#
Percentage of Tested Scoring 85–100		7%	11%		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	42	61	66	0	0	0
Number Scoring 55–100	41	61	66	0	0	0
Number Scoring 65–100	40	58	63	0	0	0
Number Scoring 85–100	15	17	29	0	0	0
Percentage of Tested Scoring 55–100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	95%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	28%	44%	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	121	125	141	0	0	0
Number Scoring 55–100	116	121	141	0	0	0
Number Scoring 65–100	115	121	141	0	0	0
Number Scoring 85–100	68	79	92	0	0	0
Percentage of Tested Scoring 55–100	96%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	63%	65%	0%	0%	0%
Comprehensive Latin						
Number Tested	41	46	35	0	0	1
Number Scoring 55–100	40	46	35	0	0	#
Number Scoring 65–100	40	46	35	0	0	#
Number Scoring 85–100	21	28	15	0	0	#
Percentage of Tested Scoring 55–100	98%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	98%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	51%	61%	43%	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	419	106	22	8	0	1
Number Scoring 55–100	350	63	8	4	0	#
Number Scoring 65–100	305	49	6	3	0	#
Number Scoring 85–100	120	1	0	0	0	#
Percentage of Tested Scoring 55–100	84%	59%	36%	50%	0%	#
Percentage of Tested Scoring 65–100	73%	46%	27%	38%	0%	#
Percentage of Tested Scoring 85–100	29%	1%	0%	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	200	262	47	1	0	0
Number Scoring 55–100	187	234	36	#	0	0
Number Scoring 65–100	168	222	30	#	0	0
Number Scoring 85–100	76	88	1	#	0	0
Percentage of Tested Scoring 55–100	94%	89%	77%	#	0%	0%
Percentage of Tested Scoring 65–100	84%	85%	64%	#	0%	0%
Percentage of Tested Scoring 85–100	38%	34%	2%	#	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	247	90%	252	98%	206	91%
Students with Disabilities	31	71%	5	80%	20	80%

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	318	318	318	21	21	21	339	339	339
Number Scoring 55–64	7	18	2	2	5	3	9	23	5
Number Scoring 65–84	165	194	199	11	8	15	176	202	214
Number Scoring 85–100	141	94	116	2	0	0	143	94	116
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)