

# New York State School Report Card Comprehensive Information Report

BEDS Code: 61-08-01-04-0002

Grade Range : 9-12

Name: Lansing High School

Principal: Michelle Stone

## 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	114	119	107
Tenth	127	93	113
Eleventh	118	119	99
Twelfth	83	114	119
Ungraded Secondary	0	0	0
Total K-12 Enrollment	442	445	438

## 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	14	3.2%	13	2.9%	11	2.5%
Black (Not Hispanic)	5	1.1%	6	1.3%	8	1.8%
Hispanic	6	1.4%	3	0.7%	0	0.0%
White (Not Hispanic)	417	94.3%	423	95.1%	419	95.7%

## 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	19	17	21
Mathematics Grade 10	22	17	19
Science Grade 10	21	18	21
Social Studies Grade 10	19	17	19

(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
49	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 lower 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	2	0.4%	0	0.0%	0	0.0%
Eligible for Free Lunch	24	5.4%	28	6.3%	21	4.8%

### 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		95.5%		96.1%		96.6%
Student Suspensions	10	2.3%	20	4.5%	11	2.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.9%	2.9%	3.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	94%	95%	92%

### Staff Counts

Staff	2002–2003
Total Teachers	38
Total Other Professional Staff	5
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	67	53	79%	99	71	72%	103	90	87%
Students with Disabilities	10	0	0%	11	1	9%	11	3	27%
All Students	77	53	69%	110	72	65%	114	93	82%

\*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	80	27	0	1	5	1
Percent	70%	24%	0%	1%	4%	1%

## 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)
11	3	2	13

\*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			1		9	
	Entered GED Program*			1		2	
	Total Noncompleters			2		11	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	7	1.6%	1	0.2%	9	2.1%
	Entered GED Program*	3	0.7%	1	0.2%	2	0.5%
	Total Noncompleters	10	2.3%	2	0.4%	11	2.5%

\*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		333	386
	Number of Students with Disabilities		55	52
	Number of All Students		388	438
	Percent of Enrollment		87%	100%

## 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%	1	#
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%	3	#

### 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%	1	#	3	#
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	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
Mathematics	7	100%	0	0%	3	#
Science	1	#	0	0%	1	#
Reading	2	#	0	0%	2	#
Writing	2	#	0	0%	2	#
Global Studies	3	#	0	0%	3	#
U.S. Hist & Gov't	4	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	116	76	104	16	4	12
Number Scoring 55–100	116	75	103	16	#	12
Number Scoring 65–100	114	66	100	15	#	10
Number Scoring 85–100	32	43	49	0	#	0
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	#	100%
Percentage of Tested Scoring 65–100	98%	87%	96%	94%	#	83%
Percentage of Tested Scoring 85–100	28%	57%	47%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	0	86	112	0	2	12
Number Scoring 55–100	0	82	107	0	#	11
Number Scoring 65–100	0	72	102	0	#	10
Number Scoring 85–100	0	44	40	0	#	5
Percentage of Tested Scoring 55–100	0%	95%	96%	0%	#	92%
Percentage of Tested Scoring 65–100	0%	84%	91%	0%	#	83%
Percentage of Tested Scoring 85–100	0%	51%	36%	0%	#	42%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	55	0	0	1
Number Scoring 55–100	0	0	47	0	0	#
Number Scoring 65–100	0	0	39	0	0	#
Number Scoring 85–100	0	0	10	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	85%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	71%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	18%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	124	93	113	14	2	12
Number Scoring 55–100	123	91	112	14	#	11
Number Scoring 65–100	120	89	112	13	#	11
Number Scoring 85–100	68	47	65	1	#	3
Percentage of Tested Scoring 55–100	99%	98%	99%	100%	#	92%
Percentage of Tested Scoring 65–100	97%	96%	99%	93%	#	92%
Percentage of Tested Scoring 85–100	55%	51%	58%	7%	#	25%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	121	106	100	21	3	11
Number Scoring 55–100	115	105	100	17	#	11
Number Scoring 65–100	109	105	99	13	#	11
Number Scoring 85–100	57	53	60	3	#	1
Percentage of Tested Scoring 55–100	95%	99%	100%	81%	#	100%
Percentage of Tested Scoring 65–100	90%	99%	99%	62%	#	100%
Percentage of Tested Scoring 85–100	47%	50%	60%	14%	#	9%

(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	121	113	101	14	2	13
Number Scoring 55–100	121	112	101	14	#	13
Number Scoring 65–100	120	112	99	14	#	11
Number Scoring 85–100	58	64	52	2	#	3
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	99%	99%	98%	100%	#	85%
Percentage of Tested Scoring 85–100	48%	57%	51%	14%	#	23%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	69	57	62	2	1	2
Number Scoring 55–100	68	57	62	#	#	#
Number Scoring 65–100	68	57	61	#	#	#
Number Scoring 85–100	52	44	40	#	#	#
Percentage of Tested Scoring 55–100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	99%	100%	98%	#	#	#
Percentage of Tested Scoring 85–100	75%	77%	65%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		86	72		2	2
Number Scoring 55–100		85	72		#	#
Number Scoring 65–100		72	54		#	#
Number Scoring 85–100		17	19		#	#
Percentage of Tested Scoring 55–100		99%	100%		#	#
Percentage of Tested Scoring 65–100		84%	75%		#	#
Percentage of Tested Scoring 85–100		20%	26%		#	#
<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	25	44	33	0	0	0
Number Scoring 55–100	25	44	33	0	0	0
Number Scoring 65–100	25	44	33	0	0	0
Number Scoring 85–100	18	37	32	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	72%	84%	97%	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	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	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	28	40	34	0	0	0
Number Scoring 55–100	28	40	34	0	0	0
Number Scoring 65–100	28	40	34	0	0	0
Number Scoring 85–100	25	38	28	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	89%	95%	82%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	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	108	4	0	5	0	0
Number Scoring 55–100	105	#	0	5	0	0
Number Scoring 65–100	104	#	0	5	0	0
Number Scoring 85–100	74	#	0	2	0	0
Percentage of Tested Scoring 55–100	97%	#	0%	100%	0%	0%
Percentage of Tested Scoring 65–100	96%	#	0%	100%	0%	0%
Percentage of Tested Scoring 85–100	69%	#	0%	40%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	76	99	14	1	2	0
Number Scoring 55–100	76	98	8	#	#	0
Number Scoring 65–100	76	95	4	#	#	0
Number Scoring 85–100	66	68	0	#	#	0
Percentage of Tested Scoring 55–100	100%	99%	57%	#	#	0%
Percentage of Tested Scoring 65–100	100%	96%	29%	#	#	0%
Percentage of Tested Scoring 85–100	87%	69%	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	17	100%	1	#	19	100%
Students with Disabilities	5	100%	0	0%	11	82%

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	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	111	111	111	15	15	15	126	126	126
Number Scoring 55–64	0	1	3	0	0	1	0	1	4
Number Scoring 65–84	37	48	39	10	11	7	47	59	46
Number Scoring 85–100	66	53	62	1	0	4	67	53	66
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)