

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	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	67	63	62
Ungraded Elementary	0	0	0
Seventh	96	88	79
Eighth	80	93	78
Ninth	68	83	87
Tenth	75	74	76
Eleventh	71	73	66
Twelfth	73	76	73
Ungraded Secondary	0	0	1
Total K-12 Enrollment	530	550	522

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	6	1.1%	6	1.1%	2	0.4%
Black (Not Hispanic)	2	0.4%	6	1.1%	5	1.0%
Hispanic	1	0.2%	1	0.2%	3	0.6%
White (Not Hispanic)	521	98.3%	537	97.6%	512	98.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	15	17
Mathematics Grade 8	18	15	13
Science Grade 8	18	15	0
Social Studies Grade 8	18	15	17
English Grade 10	16	17	15
Mathematics Grade 10	16	13	15
Science Grade 10	15	18	13
Social Studies Grade 10	18	17	16

(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	4	0.8%	1	0.2%	2	0.4%
Eligible for Free Lunch	76	14.3%	53	9.6%	71	13.6%

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		94.3%		94.2%		93.4%
Student Suspensions	91	16.8%	83	15.7%	37	6.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.8%	9.8%	8.8%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	99%	87%	95%

Staff Counts

Staff	2003-04
Total Teachers	46
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*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	50	32	64%	52	34	65%	55	36	65%
Students with Disabilities	8	0	0%	3	0	0%	9	1	11%
All Students	58	32	55%	55	34	62%	64	37	58%

*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	28	26	1	0	5	4
Percent	44%	41%	2%	0%	8%	6%

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)
9	1	3	12

*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	7		10		9	3.8%
	Entered GED Program*	2		1		1	0.4%
	Total Noncompleters	9		11		10	4.2%
Students with Disabilities	Dropped Out	4		4		4	7.0%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	5		4		4	7.0%
All Students	Dropped Out	11	3.8%	14	4.6%	13	4.4%
	Entered GED Program*	3	1.0%	1	0.3%	1	0.3%
	Total Noncompleters	14	4.9%	15	4.9%	14	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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	0	0	246
	Number of Students with Disabilities	0	0	44
	Number of All Students	0	0	290
	Percent of Enrollment	0%	0%	96%

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	83%	32	81%	27	85%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	39	90%	38	89%	30	97%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	#	3	#	1	#

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	80%	11	100%	6	67%
Science	4	#	0	0%	0	0%
Reading	8	75%	8	75%	4	#
Writing	8	63%	7	100%	5	80%
Global Studies	10	50%	5	100%	2	#
U.S. Hist & Gov't	7	86%	7	100%	2	#

(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	73	68	54	9	9	5
Number Scoring 55-100	70	64	53	6	6	5
Number Scoring 65-100	65	58	47	3	2	2
Number Scoring 85-100	27	19	20	1	1	1
Percentage of Tested Scoring 55-100	96%	94%	98%	67%	67%	100%
Percentage of Tested Scoring 65-100	89%	85%	87%	33%	22%	40%
Percentage of Tested Scoring 85-100	37%	28%	37%	11%	11%	20%
Mathematics A						
Number Tested	69	83	74	9	11	14
Number Scoring 55-100	46	67	71	1	4	13
Number Scoring 65-100	36	61	63	0	2	11
Number Scoring 85-100	21	13	18	0	0	0
Percentage of Tested Scoring 55-100	67%	81%	96%	11%	36%	93%
Percentage of Tested Scoring 65-100	52%	73%	85%	0%	18%	79%
Percentage of Tested Scoring 85-100	30%	16%	24%	0%	0%	0%
Mathematics B						
Number Tested	0	15	28	0	0	0
Number Scoring 55-100	0	14	28	0	0	0
Number Scoring 65-100	0	12	26	0	0	0
Number Scoring 85-100	0	1	9	0	0	0
Percentage of Tested Scoring 55-100	0%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	80%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	7%	32%	0%	0%	0%
Global History and Geography						
Number Tested	72	68	68	11	11	11
Number Scoring 55-100	69	64	61	9	9	8
Number Scoring 65-100	61	56	52	4	6	7
Number Scoring 85-100	27	33	27	1	0	0
Percentage of Tested Scoring 55-100	96%	94%	90%	82%	82%	73%
Percentage of Tested Scoring 65-100	85%	82%	76%	36%	55%	64%
Percentage of Tested Scoring 85-100	38%	49%	40%	9%	0%	0%
U.S. History and Government						
Number Tested	70	71	56	8	9	5
Number Scoring 55-100	62	64	49	3	4	4
Number Scoring 65-100	55	55	42	2	2	2
Number Scoring 85-100	8	15	14	0	0	1
Percentage of Tested Scoring 55-100	89%	90%	88%	38%	44%	80%
Percentage of Tested Scoring 65-100	79%	77%	75%	25%	22%	40%
Percentage of Tested Scoring 85-100	11%	21%	25%	0%	0%	20%

(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	66	61	61	9	7	10
Number Scoring 55–100	66	61	61	9	7	10
Number Scoring 65–100	65	61	60	8	7	10
Number Scoring 85–100	29	34	30	1	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	100%	98%	89%	100%	100%
Percentage of Tested Scoring 85–100	44%	56%	49%	11%	0%	0%
Physical Setting/Earth Science						
Number Tested	52	42	41	1	0	2
Number Scoring 55–100	52	40	41	#	0	#
Number Scoring 65–100	49	39	38	#	0	#
Number Scoring 85–100	17	25	17	#	0	#
Percentage of Tested Scoring 55–100	100%	95%	100%	#	0%	#
Percentage of Tested Scoring 65–100	94%	93%	93%	#	0%	#
Percentage of Tested Scoring 85–100	33%	60%	41%	#	0%	#
Physical Setting/Chemistry						
Number Tested	41	42	43	0	2	1
Number Scoring 55–100	40	40	39	0	#	#
Number Scoring 65–100	32	34	36	0	#	#
Number Scoring 85–100	2	6	5	0	#	#
Percentage of Tested Scoring 55–100	98%	95%	91%	0%	#	#
Percentage of Tested Scoring 65–100	78%	81%	84%	0%	#	#
Percentage of Tested Scoring 85–100	5%	14%	12%	0%	#	#
Physical Setting/Physics						
Number Tested			13			0
Number Scoring 55–100			13			0
Number Scoring 65–100			12			0
Number Scoring 85–100			4			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			92%			0%
Percentage of Tested Scoring 85–100			31%			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	18	24	15	0	1	0
Number Scoring 55–100	18	24	15	0	#	0
Number Scoring 65–100	17	24	15	0	#	0
Number Scoring 85–100	11	12	13	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	94%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	61%	50%	87%	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	33	29	24	0	1	1
Number Scoring 55–100	33	28	24	0	#	#
Number Scoring 65–100	32	28	24	0	#	#
Number Scoring 85–100	16	19	18	0	#	#
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	#	#
Percentage of Tested Scoring 65–100	97%	97%	100%	0%	#	#
Percentage of Tested Scoring 85–100	48%	66%	75%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	46	21	1	0	0	0
Number Scoring 55–100	36	14	#	0	0	0
Number Scoring 65–100	33	12	#	0	0	0
Number Scoring 85–100	11	4	#	0	0	0
Percentage of Tested Scoring 55–100	78%	67%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	72%	57%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	24%	19%	#	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	5	100%	10	80%	1	#
Students with Disabilities	5	100%	8	63%	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	67	0%	34%	54%	12%
	Students with Disabilities	7	14%	71%	14%	0%
	All Students	74	1%	38%	50%	11%

(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	55	55	55	12	12	12	67	67	67
Number Scoring 55–64	2	5	0	4	2	0	6	7	0
Number Scoring 65–84	28	32	25	1	1	7	29	33	32
Number Scoring 85–100	23	16	28	1	0	1	24	16	29
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 7-8)						
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 7-8)						
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 9-12)						
Number Tested			2			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			2			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)