

# New York State School Report Card Comprehensive Information Report

BEDS Code: 40-04-00-01-0011  
 Name: Lockport High School  
 Principal: Frank Movalli

Grade Range : 9-12

## 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	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	532	525	558
Tenth	442	414	402
Eleventh	380	417	386
Twelfth	345	355	414
Ungraded Secondary	66	81	44
Total K-12 Enrollment	1765	1792	1804

## 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	17	1.0%	23	1.3%	22	1.2%
Black (Not Hispanic)	163	9.2%	153	8.5%	168	9.3%
Hispanic	28	1.6%	38	2.1%	43	2.4%
White (Not Hispanic)	1557	88.2%	1578	88.1%	1571	87.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	6
Science Grade 8	0	0	12
Social Studies Grade 8	0	0	0
English Grade 10	23	21	20
Mathematics Grade 10	22	21	22
Science Grade 10	22	21	19
Social Studies Grade 10	23	22	22

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
51	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 higher 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	19	1.1%	4	0.2%	19	1.1%
<b>Eligible for Free Lunch</b>	158	9.0%	160	8.9%	363	20.1%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		92.3%		92.4%		91.8%
<b>Student Suspensions</b>	124	7.2%	88	5.0%	118	6.6%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.1%	4.4%	7.2%
<b>Public Assistance</b>	11-20%	11-20%	21-30%
<b>Student Stability</b>	99%	97%	97%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	129
Total Other Professional Staff	17
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	284	186	65%	324	220	68%	368	286	78%
Students with Disabilities	18	1	6%	12	2	17%	16	5	31%
All Students	302	187	62%	336	222	66%	384	291	76%

\*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	193	146	6	20	17	2
Percent	50%	38%	2%	5%	4%	1%

## 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)
16	5	12	28

\*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	35		25		39	2.5%
	Entered GED Program*	16		58		55	3.5%
	Total Noncompleters	51		83		94	6.0%
Students with Disabilities	Dropped Out	7		5		9	6.7%
	Entered GED Program*	4		10		8	6.0%
	Total Noncompleters	11		15		17	12.7%
All Students	Dropped Out	42	2.4%	30	1.7%	48	2.8%
	Entered GED Program*	20	1.1%	68	3.8%	63	3.7%
	Total Noncompleters	62	3.5%	98	5.5%	111	6.5%

\*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	1511	1576
	Number of Students with Disabilities	0	200	175
	Number of All Students	0	1711	1751
	Percent of Enrollment	0%	95%	97%

## 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	0	0%	93	52%	115	67%
German	0	0%	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	8	75%	0	0%	0	0%
Spanish	148	69%	170	75%	154	67%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	5	80%	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	3	#	16	56%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	38%	7	71%	5	80%
Science	45	51%	13	69%	2	#
Reading	21	38%	1	#	3	#
Writing	5	60%	3	#	3	#
Global Studies	15	73%	1	#	1	#
U.S. Hist & Gov't	7	71%	4	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	21%	19	47%	27	70%
Science	12	8%	18	44%	4	#
Reading	6	17%	14	71%	25	68%
Writing	1	#	18	72%	22	77%
Global Studies	3	#	22	45%	17	65%
U.S. Hist & Gov't	4	#	9	56%	6	17%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	384	452	403	5	27	28
Number Scoring 55-100	367	421	377	2	16	13
Number Scoring 65-100	346	393	351	1	13	7
Number Scoring 85-100	159	204	181	0	0	1
Percentage of Tested Scoring 55-100	96%	93%	94%	40%	59%	46%
Percentage of Tested Scoring 65-100	90%	87%	87%	20%	48%	25%
Percentage of Tested Scoring 85-100	41%	45%	45%	0%	0%	4%
<b>Mathematics A</b>						
Number Tested	294	425	506	2	15	42
Number Scoring 55-100	258	352	478	#	9	25
Number Scoring 65-100	218	303	432	#	5	16
Number Scoring 85-100	84	77	90	#	0	0
Percentage of Tested Scoring 55-100	88%	83%	94%	#	60%	60%
Percentage of Tested Scoring 65-100	74%	71%	85%	#	33%	38%
Percentage of Tested Scoring 85-100	29%	18%	18%	#	0%	0%
<b>Mathematics B</b>						
Number Tested	0	147	277	0	0	4
Number Scoring 55-100	0	107	210	0	0	#
Number Scoring 65-100	0	76	172	0	0	#
Number Scoring 85-100	0	10	37	0	0	#
Percentage of Tested Scoring 55-100	0%	73%	76%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	52%	62%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	7%	13%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	454	435	389	4	43	28
Number Scoring 55-100	410	397	360	#	28	23
Number Scoring 65-100	379	358	326	#	22	17
Number Scoring 85-100	141	142	106	#	1	0
Percentage of Tested Scoring 55-100	90%	91%	93%	#	65%	82%
Percentage of Tested Scoring 65-100	83%	82%	84%	#	51%	61%
Percentage of Tested Scoring 85-100	31%	33%	27%	#	2%	0%
<b>U.S. History and Government</b>						
Number Tested	387	440	383	5	18	29
Number Scoring 55-100	355	432	357	4	16	21
Number Scoring 65-100	314	410	335	2	10	15
Number Scoring 85-100	96	214	165	0	1	1
Percentage of Tested Scoring 55-100	92%	98%	93%	80%	89%	72%
Percentage of Tested Scoring 65-100	81%	93%	87%	40%	56%	52%
Percentage of Tested Scoring 85-100	25%	49%	43%	0%	6%	3%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	416	386	390	1	33	19
Number Scoring 55-100	415	373	381	#	27	14
Number Scoring 65-100	408	342	367	#	19	12
Number Scoring 85-100	144	92	109	#	1	0
Percentage of Tested Scoring 55-100	100%	97%	98%	#	82%	74%
Percentage of Tested Scoring 65-100	98%	89%	94%	#	58%	63%
Percentage of Tested Scoring 85-100	35%	24%	28%	#	3%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	358	390	394	1	29	34
Number Scoring 55-100	314	332	317	#	17	22
Number Scoring 65-100	269	262	259	#	7	11
Number Scoring 85-100	77	68	44	#	0	1
Percentage of Tested Scoring 55-100	88%	85%	80%	#	59%	65%
Percentage of Tested Scoring 65-100	75%	67%	66%	#	24%	32%
Percentage of Tested Scoring 85-100	22%	17%	11%	#	0%	3%
<b>Physical Setting/Chemistry</b>						
Number Tested	251	324	206	0	3	4
Number Scoring 55-100	239	293	204	0	#	#
Number Scoring 65-100	177	231	172	0	#	#
Number Scoring 85-100	17	37	26	0	#	#
Percentage of Tested Scoring 55-100	95%	90%	99%	0%	#	#
Percentage of Tested Scoring 65-100	71%	71%	83%	0%	#	#
Percentage of Tested Scoring 85-100	7%	11%	13%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			18			0
Number Scoring 55-100			18			0
Number Scoring 65-100			18			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			22%			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
<b>Comprehensive French</b>						
Number Tested	61	66	51	0	0	1
Number Scoring 55-100	61	66	50	0	0	#
Number Scoring 65-100	58	63	49	0	0	#
Number Scoring 85-100	17	29	19	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	95%	95%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	28%	44%	37%	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	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 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	125	141	144	0	0	2
Number Scoring 55-100	121	141	143	0	0	#
Number Scoring 65-100	121	141	141	0	0	#
Number Scoring 85-100	79	92	81	0	0	#
Percentage of Tested Scoring 55-100	97%	100%	99%	0%	0%	#
Percentage of Tested Scoring 65-100	97%	100%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	63%	65%	56%	0%	0%	#
<b>Comprehensive Latin</b>						
Number Tested	46	35	41	0	1	1
Number Scoring 55-100	46	35	40	0	#	#
Number Scoring 65-100	46	35	40	0	#	#
Number Scoring 85-100	28	15	20	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	98%	0%	#	#
Percentage of Tested Scoring 85-100	61%	43%	49%	0%	#	#

(Form - H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	262	47	3	0	0	1
Number Scoring 55-100	234	36	#	0	0	#
Number Scoring 65-100	222	30	#	0	0	#
Number Scoring 85-100	88	1	#	0	0	#
Percentage of Tested Scoring 55-100	89%	77%	#	0%	0%	#
Percentage of Tested Scoring 65-100	85%	64%	#	0%	0%	#
Percentage of Tested Scoring 85-100	34%	2%	#	0%	0%	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	252	98%	206	91%	104	94%
Students with Disabilities	5	80%	20	80%	13	85%

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
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 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	378	378	378	22	22	22	400	400	400
Number Scoring 55–64	6	3	2	3	1	1	9	4	3
Number Scoring 65–84	233	161	203	12	10	14	245	171	217
Number Scoring 85–100	137	204	172	1	1	1	138	205	173
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
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 - L)