

New York State School Report Card Comprehensive Information Report

BEDS Code: 61-08-01-04-0002
 Name: Lansing High School
 Principal: Michelle Stone

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	119	107	124
Tenth	93	113	98
Eleventh	119	99	108
Twelfth	114	119	98
Ungraded Secondary	0	0	0
Total K-12 Enrollment	445	438	428

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	13	2.9%	11	2.5%	14	3.3%
Black (Not Hispanic)	6	1.3%	8	1.8%	7	1.6%
Hispanic	3	0.7%	0	0.0%	0	0.0%
White (Not Hispanic)	423	95.1%	419	95.7%	407	95.1%

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	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	17	21	18
Mathematics Grade 10	17	19	21
Science Grade 10	18	21	20
Social Studies Grade 10	17	19	13

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	28	6.3%	21	4.8%	30	7.0%

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		96.1%		96.6%		96.0%
Student Suspensions	20	4.5%	11	2.5%	8	1.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	2.9%	3.0%	2.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	92%	99%

Staff Counts

Staff	2003-04
Total Teachers	38
Total Other Professional Staff	5
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	99	71	72%	103	90	87%	93	67	72%
Students with Disabilities	11	1	9%	11	3	27%	1	1	100%
All Students	110	72	65%	114	93	82%	94	68	72%

*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	53	31	0	2	5	3
Percent	56%	33%	0%	2%	5%	3%

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)
1	1	3	4

*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	1		9		3	0.8%
	Entered GED Program*	1		2		2	0.5%
	Total Noncompleters	2		11		5	1.3%
Students with Disabilities	Dropped Out	0		0		3	6.7%
	Entered GED Program*	0		0		1	2.2%
	Total Noncompleters	0		0		4	8.9%
All Students	Dropped Out	1	0.2%	9	2.1%	6	1.4%
	Entered GED Program*	1	0.2%	2	0.5%	3	0.7%
	Total Noncompleters	2	0.4%	11	2.5%	9	2.0%

*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	333	386	398
	Number of Students with Disabilities	55	52	44
	Number of All Students	388	438	442
	Percent of Enrollment	87%	100%	103%

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; completer 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%	1	#	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%	3	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	5	80%
Science	0	0%	1	#	1	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(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	76	104	107	4	12	13
Number Scoring 55-100	75	103	105	#	12	12
Number Scoring 65-100	66	100	102	#	10	11
Number Scoring 85-100	43	49	69	#	0	0
Percentage of Tested Scoring 55-100	99%	99%	98%	#	100%	92%
Percentage of Tested Scoring 65-100	87%	96%	95%	#	83%	85%
Percentage of Tested Scoring 85-100	57%	47%	64%	#	0%	0%
Mathematics A						
Number Tested	86	112	99	2	12	10
Number Scoring 55-100	82	107	97	#	11	9
Number Scoring 65-100	72	102	92	#	10	7
Number Scoring 85-100	44	40	60	#	5	2
Percentage of Tested Scoring 55-100	95%	96%	98%	#	92%	90%
Percentage of Tested Scoring 65-100	84%	91%	93%	#	83%	70%
Percentage of Tested Scoring 85-100	51%	36%	61%	#	42%	20%
Mathematics B						
Number Tested	0	55	60	0	1	2
Number Scoring 55-100	0	47	57	0	#	#
Number Scoring 65-100	0	39	56	0	#	#
Number Scoring 85-100	0	10	23	0	#	#
Percentage of Tested Scoring 55-100	0%	85%	95%	0%	#	#
Percentage of Tested Scoring 65-100	0%	71%	93%	0%	#	#
Percentage of Tested Scoring 85-100	0%	18%	38%	0%	#	#
Global History and Geography						
Number Tested	93	113	88	2	12	9
Number Scoring 55-100	91	112	84	#	11	5
Number Scoring 65-100	89	112	80	#	11	2
Number Scoring 85-100	47	65	56	#	3	1
Percentage of Tested Scoring 55-100	98%	99%	95%	#	92%	56%
Percentage of Tested Scoring 65-100	96%	99%	91%	#	92%	22%
Percentage of Tested Scoring 85-100	51%	58%	64%	#	25%	11%
U.S. History and Government						
Number Tested	106	100	108	3	11	13
Number Scoring 55-100	105	100	103	#	11	12
Number Scoring 65-100	105	99	100	#	11	10
Number Scoring 85-100	53	60	66	#	1	2
Percentage of Tested Scoring 55-100	99%	100%	95%	#	100%	92%
Percentage of Tested Scoring 65-100	99%	99%	93%	#	100%	77%
Percentage of Tested Scoring 85-100	50%	60%	61%	#	9%	15%

(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	113	101	87	2	13	8
Number Scoring 55-100	112	101	87	#	13	8
Number Scoring 65-100	112	99	82	#	11	4
Number Scoring 85-100	64	52	52	#	3	1
Percentage of Tested Scoring 55-100	99%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	99%	98%	94%	#	85%	50%
Percentage of Tested Scoring 85-100	57%	51%	60%	#	23%	12%
Physical Setting/Earth Science						
Number Tested	57	62	79	1	2	0
Number Scoring 55-100	57	62	79	#	#	0
Number Scoring 65-100	57	61	77	#	#	0
Number Scoring 85-100	44	40	45	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	98%	97%	#	#	0%
Percentage of Tested Scoring 85-100	77%	65%	57%	#	#	0%
Physical Setting/Chemistry						
Number Tested	86	72	73	2	2	5
Number Scoring 55-100	85	72	73	#	#	5
Number Scoring 65-100	72	54	59	#	#	3
Number Scoring 85-100	17	19	18	#	#	0
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	84%	75%	81%	#	#	60%
Percentage of Tested Scoring 85-100	20%	26%	25%	#	#	0%
Physical Setting/Physics						
Number Tested			31			0
Number Scoring 55-100			31			0
Number Scoring 65-100			29			0
Number Scoring 85-100			18			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			94%			0%
Percentage of Tested Scoring 85-100			58%			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	44	33	41	0	0	2
Number Scoring 55-100	44	33	41	0	0	#
Number Scoring 65-100	44	33	41	0	0	#
Number Scoring 85-100	37	32	38	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	84%	97%	93%	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	1	0	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%
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	40	34	31	0	0	1
Number Scoring 55-100	40	34	31	0	0	#
Number Scoring 65-100	40	34	31	0	0	#
Number Scoring 85-100	38	28	22	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	95%	82%	71%	0%	0%	#
Comprehensive Latin						
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%

(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	99	14	0	2	0	0
Number Scoring 55-100	98	8	0	#	0	0
Number Scoring 65-100	95	4	0	#	0	0
Number Scoring 85-100	68	0	0	#	0	0
Percentage of Tested Scoring 55-100	99%	57%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	96%	29%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	69%	0%	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	1	#	19	100%	23	100%
Students with Disabilities	0	0%	11	82%	7	86%

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	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
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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	90	90	90	3	3	3	93	93	93
Number Scoring 55–64	#	#	#	#	#	#	3	0	1
Number Scoring 65–84	#	#	#	#	#	#	41	31	32
Number Scoring 85–100	#	#	#	#	#	#	46	58	59
Approved Alternatives	#	#	#	#	#	#	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)