

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 63-07-01-04-0003  
 Name: Lake George Junior-Senior High School  
 Principal: David Eagle

Grade Range : 7-12

### 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	83	98	89
Eighth	94	90	107
Ninth	100	97	90
Tenth	86	100	96
Eleventh	76	76	93
Twelfth	85	78	78
Ungraded Secondary	0	0	0
Total K-12 Enrollment	524	539	553

### 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	9	1.7%	10	1.9%	14	2.5%
Black (Not Hispanic)	2	0.4%	3	0.6%	2	0.4%
Hispanic	5	1.0%	7	1.3%	10	1.8%
White (Not Hispanic)	508	96.9%	519	96.3%	527	95.3%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	16	20
Mathematics Grade 8	17	17	21
Science Grade 8	18	11	20
Social Studies Grade 8	18	18	21
English Grade 10	17	18	18
Mathematics Grade 10	17	0	20
Science Grade 10	13	16	17
Social Studies Grade 10	16	18	18

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
54	All schools in this group are secondary level schools in school districts with low 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>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	31	5.9%	36	6.7%	38	6.9%

**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>		94.6%		95.8%		96.2%
<b>Student Suspensions</b>	15	2.8%	24	4.6%	19	3.5%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	3.4%	4.1%	4.0%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	96%	94%	99%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	52
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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	62	43	69%	70	52	74%	67	43	64%
Students with Disabilities	10	1	10%	11	3	27%	10	1	10%
All Students	72	44	61%	81	55	68%	77	44	57%

\*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	32	35	0	1	9	0
Percent	42%	45%	0%	1%	12%	0%

## 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)
10	1	2	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	2		1		3	1.0%
	Entered GED Program*	0		5		1	0.3%
	Total Noncompleters	2		6		4	1.4%
Students with Disabilities	Dropped Out	0		3		1	1.5%
	Entered GED Program*	0		4		0	0.0%
	Total Noncompleters	0		7		1	1.5%
All Students	Dropped Out	2	0.6%	4	1.1%	4	1.1%
	Entered GED Program*	0	0.0%	9	2.6%	1	0.3%
	Total Noncompleters	2	0.6%	13	3.7%	5	1.4%

\*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	96
	Number of Students with Disabilities	0	0	11
	Number of All Students	0	0	107
	Percent of Enrollment	0%	0%	55%
9–12	Number of General-Education Students	281	257	287
	Number of Students with Disabilities	66	94	70
	Number of All Students	347	351	357
	Percent of Enrollment	100%	100%	100%

## 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	43	100%	28	86%	44	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	31	100%	41	98%	47	89%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	5	80%	3	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	4	#	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%	5	80%	2	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	2	#	3	#
Writing	0	0%	0	0%	4	#
Global Studies	0	0%	3	#	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%	7	100%	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	2	#	0	0%
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	2	#	1	#
U.S. Hist & Gov't	0	0%	3	#	0	0%

(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	83	83	88	12	10	8
Number Scoring 55–100	79	79	88	12	9	8
Number Scoring 65–100	70	74	86	6	7	6
Number Scoring 85–100	35	36	52	0	1	1
Percentage of Tested Scoring 55–100	95%	95%	100%	100%	90%	100%
Percentage of Tested Scoring 65–100	84%	89%	98%	50%	70%	75%
Percentage of Tested Scoring 85–100	42%	43%	59%	0%	10%	12%
<b>Mathematics A</b>						
Number Tested	53	94	126	4	12	13
Number Scoring 55–100	46	77	126	#	7	13
Number Scoring 65–100	38	66	125	#	5	13
Number Scoring 85–100	17	16	60	#	1	3
Percentage of Tested Scoring 55–100	87%	82%	100%	#	58%	100%
Percentage of Tested Scoring 65–100	72%	70%	99%	#	42%	100%
Percentage of Tested Scoring 85–100	32%	17%	48%	#	8%	23%
<b>Mathematics B</b>						
Number Tested	0	35	42	0	1	1
Number Scoring 55–100	0	34	41	0	#	#
Number Scoring 65–100	0	30	38	0	#	#
Number Scoring 85–100	0	11	23	0	#	#
Percentage of Tested Scoring 55–100	0%	97%	98%	0%	#	#
Percentage of Tested Scoring 65–100	0%	86%	90%	0%	#	#
Percentage of Tested Scoring 85–100	0%	31%	55%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	73	87	91	12	11	12
Number Scoring 55–100	71	85	91	10	9	12
Number Scoring 65–100	64	81	90	7	8	12
Number Scoring 85–100	20	38	58	1	0	4
Percentage of Tested Scoring 55–100	97%	98%	100%	83%	82%	100%
Percentage of Tested Scoring 65–100	88%	93%	99%	58%	73%	100%
Percentage of Tested Scoring 85–100	27%	44%	64%	8%	0%	33%
<b>U.S. History and Government</b>						
Number Tested	88	78	91	12	10	8
Number Scoring 55–100	86	77	91	12	9	8
Number Scoring 65–100	77	73	91	9	7	8
Number Scoring 85–100	42	46	60	0	2	3
Percentage of Tested Scoring 55–100	98%	99%	100%	100%	90%	100%
Percentage of Tested Scoring 65–100	88%	94%	100%	75%	70%	100%
Percentage of Tested Scoring 85–100	48%	59%	66%	0%	20%	38%

(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	68	65	90	10	5	7
Number Scoring 55–100	68	65	90	10	5	7
Number Scoring 65–100	68	65	88	10	5	7
Number Scoring 85–100	27	29	41	0	0	1
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	98%	100%	100%	100%
Percentage of Tested Scoring 85–100	40%	45%	46%	0%	0%	14%
<b>Physical Setting/Earth Science</b>						
Number Tested	85	99	84	10	9	16
Number Scoring 55–100	84	99	83	10	9	16
Number Scoring 65–100	78	97	77	8	8	13
Number Scoring 85–100	33	63	41	1	4	5
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	92%	98%	92%	80%	89%	81%
Percentage of Tested Scoring 85–100	39%	64%	49%	10%	44%	31%
<b>Physical Setting/Chemistry</b>						
Number Tested	53	61	45	0	3	0
Number Scoring 55–100	48	58	44	0	#	0
Number Scoring 65–100	42	40	33	0	#	0
Number Scoring 85–100	9	10	11	0	#	0
Percentage of Tested Scoring 55–100	91%	95%	98%	0%	#	0%
Percentage of Tested Scoring 65–100	79%	66%	73%	0%	#	0%
Percentage of Tested Scoring 85–100	17%	16%	24%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			20			0
Number Scoring 55–100			19			0
Number Scoring 65–100			16			0
Number Scoring 85–100			2			0
Percentage of Tested Scoring 55–100			95%			0%
Percentage of Tested Scoring 65–100			80%			0%
Percentage of Tested Scoring 85–100			10%			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	17	25	22	1	1	0
Number Scoring 55–100	17	25	22	#	#	0
Number Scoring 65–100	15	24	22	#	#	0
Number Scoring 85–100	1	19	13	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	88%	96%	100%	#	#	0%
Percentage of Tested Scoring 85–100	6%	76%	59%	#	#	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	13	17	24	1	1	1
Number Scoring 55–100	13	17	24	#	#	#
Number Scoring 65–100	13	16	23	#	#	#
Number Scoring 85–100	5	10	15	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	94%	96%	#	#	#
Percentage of Tested Scoring 85–100	38%	59%	62%	#	#	#
<b>Comprehensive Latin</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%

(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	66	1	1	3	0	0
Number Scoring 55–100	63	#	#	#	0	0
Number Scoring 65–100	62	#	#	#	0	0
Number Scoring 85–100	32	#	#	#	0	0
Percentage of Tested Scoring 55–100	95%	#	#	#	0%	0%
Percentage of Tested Scoring 65–100	94%	#	#	#	0%	0%
Percentage of Tested Scoring 85–100	48%	#	#	#	0%	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	6	100%	27	96%	24	100%
Students with Disabilities	2	#	7	100%	6	100%

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	86	0%	31%	62%	7%
	Students with Disabilities	15	7%	60%	33%	0%
	All Students	101	1%	36%	57%	6%

(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	66	66	66	13	13	13	79	79	79
Number Scoring 55–64	4	1	4	2	2	3	6	3	7
Number Scoring 65–84	34	21	29	6	4	6	40	25	35
Number Scoring 85–100	18	41	28	0	3	0	18	44	28
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

**New York State English as a Second Language Achievement Tests (NYSESLAT)\***

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<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			1			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			1			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)