

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-19-01-06-0008  
 Name: Lancaster High School  
 Principal: Daniel Paveljack

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	498	512	501
Tenth	464	482	508
Eleventh	437	441	488
Twelfth	441	432	444
Ungraded Secondary	54	28	0
Total K-12 Enrollment	1894	1895	1941

## 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	12	0.6%	16	0.8%	17	0.9%
Black (Not Hispanic)	16	0.8%	15	0.8%	16	0.8%
Hispanic	4	0.2%	10	0.5%	10	0.5%
White (Not Hispanic)	1862	98.3%	1854	97.8%	1898	97.8%

## 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	25	24	24
Mathematics Grade 10	26	18	22
Science Grade 10	22	19	21
Social Studies Grade 10	26	24	24

(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>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.1%	7	0.4%	5	0.3%
<b>Eligible for Free Lunch</b>	129	6.8%	99	5.2%	137	7.1%

**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>		94.2%		93.7%		94.5%
<b>Student Suspensions</b>	56	3.2%	54	2.9%	94	5.0%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	5.4%	5.0%	5.5%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	90%	94%	97%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	132
Total Other Professional Staff	11
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	373	275	74%	367	291	79%	360	302	84%
Students with Disabilities	39	2	5%	38	8	21%	33	7	21%
All Students	412	277	67%	405	299	74%	393	309	79%

\*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	241	115	6	9	21	1
Percent	61%	29%	2%	2%	5%	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)
33	7	9	42

\*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	36		23		29	1.7%
	Entered GED Program*	0		4		1	0.1%
	Total Noncompleters	36		27		30	1.8%
Students with Disabilities	Dropped Out	9		13		13	5.2%
	Entered GED Program*	0		3		1	0.4%
	Total Noncompleters	9		16		14	5.6%
All Students	Dropped Out	45	2.4%	36	1.9%	42	2.2%
	Entered GED Program*	0	0.0%	7	0.4%	2	0.1%
	Total Noncompleters	45	2.4%	43	2.3%	44	2.3%

\*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	1304	1635	0
	Number of Students with Disabilities	200	232	0
	Number of All Students	1504	1867	0
	Percent of Enrollment	79%	99%	0%

## 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%	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%	45	84%

## 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%	19	68%

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	55	91%	66	94%	71	89%
Science	66	74%	70	73%	71	79%
Reading	11	82%	15	73%	23	87%
Writing	11	82%	16	94%	28	89%
Global Studies	5	60%	28	50%	54	67%
U.S. Hist & Gov't	4	#	7	86%	15	60%

(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	426	426	479	35	35	53
Number Scoring 55-100	417	411	457	27	21	38
Number Scoring 65-100	400	396	443	22	14	29
Number Scoring 85-100	166	207	261	2	3	3
Percentage of Tested Scoring 55-100	98%	96%	95%	77%	60%	72%
Percentage of Tested Scoring 65-100	94%	93%	92%	63%	40%	55%
Percentage of Tested Scoring 85-100	39%	49%	54%	6%	9%	6%
<b>Mathematics A</b>						
Number Tested	644	669	374	34	74	94
Number Scoring 55-100	578	508	348	18	27	73
Number Scoring 65-100	505	448	309	11	17	45
Number Scoring 85-100	142	84	70	1	2	0
Percentage of Tested Scoring 55-100	90%	76%	93%	53%	36%	78%
Percentage of Tested Scoring 65-100	78%	67%	83%	32%	23%	48%
Percentage of Tested Scoring 85-100	22%	13%	19%	3%	3%	0%
<b>Mathematics B</b>						
Number Tested	31	290	402	0	5	3
Number Scoring 55-100	31	175	323	0	3	#
Number Scoring 65-100	26	122	270	0	1	#
Number Scoring 85-100	1	3	37	0	0	#
Percentage of Tested Scoring 55-100	100%	60%	80%	0%	60%	#
Percentage of Tested Scoring 65-100	84%	42%	67%	0%	20%	#
Percentage of Tested Scoring 85-100	3%	1%	9%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	438	507	555	43	55	72
Number Scoring 55-100	432	471	532	39	37	61
Number Scoring 65-100	387	414	481	19	20	40
Number Scoring 85-100	109	173	220	3	5	5
Percentage of Tested Scoring 55-100	99%	93%	96%	91%	67%	85%
Percentage of Tested Scoring 65-100	88%	82%	87%	44%	36%	56%
Percentage of Tested Scoring 85-100	25%	34%	40%	7%	9%	7%
<b>U.S. History and Government</b>						
Number Tested	443	436	470	41	37	46
Number Scoring 55-100	436	428	457	39	32	38
Number Scoring 65-100	405	413	437	28	24	30
Number Scoring 85-100	132	260	264	3	7	8
Percentage of Tested Scoring 55-100	98%	98%	97%	95%	86%	83%
Percentage of Tested Scoring 65-100	91%	95%	93%	68%	65%	65%
Percentage of Tested Scoring 85-100	30%	60%	56%	7%	19%	17%

(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	406	502	410	16	33	69
Number Scoring 55-100	403	498	401	15	31	66
Number Scoring 65-100	401	482	383	14	24	57
Number Scoring 85-100	160	243	99	2	2	3
Percentage of Tested Scoring 55-100	99%	99%	98%	94%	94%	96%
Percentage of Tested Scoring 65-100	99%	96%	93%	88%	73%	83%
Percentage of Tested Scoring 85-100	39%	48%	24%	12%	6%	4%
<b>Physical Setting/Earth Science</b>						
Number Tested	505	561	558	55	66	66
Number Scoring 55-100	473	508	505	43	48	36
Number Scoring 65-100	411	445	428	23	33	19
Number Scoring 85-100	156	158	150	2	4	1
Percentage of Tested Scoring 55-100	94%	91%	91%	78%	73%	55%
Percentage of Tested Scoring 65-100	81%	79%	77%	42%	50%	29%
Percentage of Tested Scoring 85-100	31%	28%	27%	4%	6%	2%
<b>Physical Setting/Chemistry</b>						
Number Tested	223	279	287	2	3	1
Number Scoring 55-100	214	263	284	#	#	#
Number Scoring 65-100	179	210	245	#	#	#
Number Scoring 85-100	43	53	57	#	#	#
Percentage of Tested Scoring 55-100	96%	94%	99%	#	#	#
Percentage of Tested Scoring 65-100	80%	75%	85%	#	#	#
Percentage of Tested Scoring 85-100	19%	19%	20%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			93			0
Number Scoring 55-100			88			0
Number Scoring 65-100			77			0
Number Scoring 85-100			26			0
Percentage of Tested Scoring 55-100			95%			0%
Percentage of Tested Scoring 65-100			83%			0%
Percentage of Tested Scoring 85-100			28%			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	72	86	77	1	0	0
Number Scoring 55-100	71	84	77	#	0	0
Number Scoring 65-100	68	79	76	#	0	0
Number Scoring 85-100	24	41	40	#	0	0
Percentage of Tested Scoring 55-100	99%	98%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	94%	92%	99%	#	0%	0%
Percentage of Tested Scoring 85-100	33%	48%	52%	#	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	60	72	35	0	1	2
Number Scoring 55-100	59	70	34	0	#	#
Number Scoring 65-100	56	66	33	0	#	#
Number Scoring 85-100	17	27	13	0	#	#
Percentage of Tested Scoring 55-100	98%	97%	97%	0%	#	#
Percentage of Tested Scoring 65-100	93%	92%	94%	0%	#	#
Percentage of Tested Scoring 85-100	28%	38%	37%	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	140	153	141	2	1	2
Number Scoring 55-100	140	151	139	#	#	#
Number Scoring 65-100	139	150	137	#	#	#
Number Scoring 85-100	99	95	87	#	#	#
Percentage of Tested Scoring 55-100	100%	99%	99%	#	#	#
Percentage of Tested Scoring 65-100	99%	98%	97%	#	#	#
Percentage of Tested Scoring 85-100	71%	62%	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	329	139	9	6	0	0
Number Scoring 55-100	311	135	7	6	0	0
Number Scoring 65-100	285	123	7	5	0	0
Number Scoring 85-100	121	63	2	2	0	0
Percentage of Tested Scoring 55-100	95%	97%	78%	100%	0%	0%
Percentage of Tested Scoring 65-100	87%	88%	78%	83%	0%	0%
Percentage of Tested Scoring 85-100	37%	45%	22%	33%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	137	99%	87	94%	182	96%
Students with Disabilities	60	93%	38	66%	24	75%

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	2	0	0	0	0
Social Studies	0	2	0	0	0	0
Mathematics	0	2	0	0	0	0
Science	0	2	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	385	385	385	51	51	51	436	436	436
Number Scoring 55–64	2	0	2	16	9	7	18	9	9
Number Scoring 65–84	266	125	192	17	17	18	283	142	210
Number Scoring 85–100	112	251	186	3	5	1	115	256	187
Approved Alternatives	1	0	0	0	0	0	1	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			4			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			4			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)