

New York State District Report Card

Comprehensive Information Report

BEDS Code: 40-04-00-01-0000
 Name: Lockport City School District
 Superintendent: Bruce T. Fraser

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	141	90	92
Kindergarten	408	386	371
First	412	406	394
Second	404	383	403
Third	460	397	362
Fourth	437	455	395
Fifth	423	433	438
Sixth	475	444	450
Ungraded Elementary	72	87	80
Seventh	465	459	435
Eighth	457	464	460
Ninth	532	525	558
Tenth	442	414	402
Eleventh	380	417	386
Twelfth	345	355	414
Ungraded Secondary	86	89	63
Total K-12 Enrollment	5798	5714	5611

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	67	1.2%	67	1.2%	69	1.2%
Black (Not Hispanic)	578	10.0%	558	9.8%	596	10.6%
Hispanic	119	2.1%	136	2.4%	145	2.6%
White (Not Hispanic)	5034	86.8%	4953	86.7%	4801	85.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	19	20
Common Branch	20	20	20
English Grade 8	19	20	22
Mathematics Grade 8	21	22	21
Science Grade 8	18	18	20
Social Studies Grade 8	22	23	23
English Grade 10	23	20	20
Mathematics Grade 10	22	21	22
Science Grade 10	21	20	19
Social Studies Grade 10	23	22	22

(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
NA	NA

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	65	1.1%	55	1.0%	47	0.8%
Eligible for Free Lunch	1169	20.2%	1231	21.5%	1383	24.7%

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		94.1%		94.1%		94.2%
Student Suspensions	409	7.0%	270	4.7%	328	5.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.8%	7.1%	8.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	458
Total Other Professional Staff	65
Total Paraprofessionals	105
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*	17		58		55	3.5%
	Total Noncompleters	52		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*	21	1.2%	68	3.8%	63	3.7%
	Total Noncompleters	63	3.6%	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%	97%	97%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	96		
Completed and Passed Regents Exams	96	100%	77%
Completed and had Course Average of 75% or More	77	80%	81%
Completed and Attained a HS Diploma or Equivalent	96	100%	96%
Completed and Whose Status is Known	96		
Completed and Were Successfully Placed	96	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

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	39	100%	137	67%	154	75%
German	0	0%	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	55	95%	46	100%	37	97%
Spanish	246	81%	244	83%	240	78%

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	1	#	1	#	1	#
Spanish	1	#	3	#	17	59%

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
Comprehensive English						
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%
Mathematics A						
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%
Mathematics 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%	#
Global History and Geography						
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%
U.S. History and Government						
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
Living Environment						
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%
Physical Setting/Earth Science						
Number Tested	443	476	466	2	29	35
Number Scoring 55–100	399	418	389	#	17	23
Number Scoring 65–100	353	348	331	#	7	12
Number Scoring 85–100	109	127	90	#	0	2
Percentage of Tested Scoring 55–100	90%	88%	83%	#	59%	66%
Percentage of Tested Scoring 65–100	80%	73%	71%	#	24%	34%
Percentage of Tested Scoring 85–100	25%	27%	19%	#	0%	6%
Physical Setting/Chemistry						
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%	#	#
Physical Setting/Physics						
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
Comprehensive French						
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%	#
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	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%	#
Comprehensive Latin						
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
Sequential Mathematics, Course III (last administered January 2004)						
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
Nov 2003	General-Education Students	387	5%	7%	62%	27%
	Students with Disabilities	57	32%	19%	47%	2%
	All Students	444	8%	8%	60%	24%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	382	0%	38%	45%	17%
	Students with Disabilities	62	15%	63%	19%	3%
	All Students	444	2%	41%	41%	15%

(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	2	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	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
Listening and Speaking (Grade K-1)						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			3			0
Proficient (37-39)			1			0
Reading and Writing (Grade K-1)						
Number Tested			5			0
Beginning (0-14)			1			0
Intermediate (15-24)			2			0
Advanced (25-32)			2			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			6			1
Beginning (0-18)			1			#
Intermediate (19-31)			0			#
Advanced (32-36)			3			#
Proficient (37-39)			2			#
Reading and Writing (Grade 2-4)						
Number Tested			6			1
Beginning (0-14)			2			#
Intermediate (15-24)			2			#
Advanced (25-32)			2			#
Proficient (33-35)			0			#
Listening and Speaking (Grade 5-6)						
Number Tested			9			0
Beginning (0-18)			1			0
Intermediate (19-31)			0			0
Advanced (32-36)			1			0
Proficient (37-39)			7			0
Reading and Writing (Grade 5-6)						
Number Tested			9			0
Beginning (0-14)			1			0
Intermediate (15-24)			0			0
Advanced (25-32)			6			0
Proficient (33-35)			2			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 – K)

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			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			4			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 9-12)						
Number Tested			4			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

*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)