

New York State District Report Card Comprehensive Information Report

BEDS Code: 15-11-02-04-0000
 Name: Lake Placid Central School District
 Superintendent: Ernest H. Stretton

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	66	60	38
First	51	62	58
Second	72	51	66
Third	69	67	46
Fourth	66	73	64
Fifth	57	68	74
Sixth	63	62	68
Ungraded Elementary	0	0	0
Seventh	88	79	72
Eighth	93	78	65
Ninth	83	87	82
Tenth	74	76	86
Eleventh	73	66	67
Twelfth	76	73	62
Ungraded Secondary	0	1	0
Total K-12 Enrollment	931	903	848

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	8	0.9%	4	0.4%	8	0.9%
Black (Not Hispanic)	13	1.4%	13	1.4%	11	1.3%
Hispanic	2	0.2%	5	0.6%	3	0.4%
White (Not Hispanic)	908	97.5%	881	97.6%	826	97.4%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	15	10
Common Branch	21	21	20
English Grade 8	15	17	13
Mathematics Grade 8	15	13	13
Science Grade 8	15	0	13
Social Studies Grade 8	15	17	13
English Grade 10	17	15	12
Mathematics Grade 10	13	15	17
Science Grade 10	18	13	15
Social Studies Grade 10	17	16	16

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	2	0.2%	2	0.2%
Eligible for Free Lunch	107	11.5%	134	14.8%	111	13.1%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.4%		93.4%		96.2%
Student Suspensions	83	9.1%	39	4.2%	65	7.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	9.6%	9.4%	9.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	86
Total Other Professional Staff	12
Total Paraprofessionals	28
Teaching Out of Certification*	7

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	52	55	47
	Regents Diplomas	34	36	38
	% Regents Diplomas	65%	65%	81%
	Regents Diplomas with Advanced Designation**			22
	% Regents Diplomas with Advanced Designation			47%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	9	5
	Regents Diplomas	0	1	1
	% Regents Diplomas	0%	11%	20%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	3	2
All Students	Total Graduates*	55	64	52
	Regents Diplomas	34	37	39
	% Regents Diplomas	62%	58%	75%
	Regents Diplomas with Advanced Designation**			22
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates	2	3	2

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	31	8	1	2	4	0	1	0
	Percent	66%	17%	2%	4%	9%	0%	2%	0%
Students with Disabilities	Number	2	1	0	0	2	0	0	0
	Percent	40%	20%	0%	0%	40%	0%	0%	0%
All Students	Number	33	9	1	2	6	0	1	0
	Percent	63%	17%	2%	4%	12%	0%	2%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	10		9	3.8%	3	1.3%
	Entered GED Program*	1		1	0.4%	0	0.0%
	Total Noncompleters	11		10	4.2%	3	1.3%
Students with Disabilities	Dropped Out	4		4	7.0%	3	6.0%
	Entered GED Program*	0		0	0.0%	1	2.0%
	Total Noncompleters	4		4	7.0%	4	8.0%
All Students	Dropped Out	14	4.6%	13	4.4%	6	2.1%
	Entered GED Program*	1	0.3%	1	0.3%	1	0.4%
	Total Noncompleters	15	4.9%	14	4.8%	7	2.5%

*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	2002-03	2003-04	2004-05
K-1	99%	100%	100%
2-3	99%	98%	100%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	96	114	116
	Number of Students with Disabilities	27	27	21
	Number of All Students	123	141	137
	Percent of Enrollment	100%	100%	99%
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	246	243
	Number of Students with Disabilities	0	44	43
	Number of All Students	0	290	286
	Percent of Enrollment	0%	96%	96%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	32	81%	27	85%	24	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	38	89%	30	97%	24	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	1	#	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	2	#	0	0%	0	0%
Writing	1	#	2	#	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	2	#	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	100%	6	67%	4	#
Science	0	0%	0	0%	0	0%
Reading	8	75%	4	#	5	80%
Writing	7	100%	5	80%	5	80%
Global Studies	5	100%	2	#	0	0%
U.S. Hist & Gov't	7	100%	2	#	6	67%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	68	54	62	9	5	12
Number Scoring 55-100	64	53	51	6	5	5
Number Scoring 65-100	58	47	45	2	2	2
Number Scoring 85-100	19	20	19	1	1	0
Percentage of Tested Scoring 55-100	94%	98%	82%	67%	100%	42%
Percentage of Tested Scoring 65-100	85%	87%	73%	22%	40%	17%
Percentage of Tested Scoring 85-100	28%	37%	31%	11%	20%	0%
Mathematics A						
Number Tested	83	74	78	11	14	11
Number Scoring 55-100	67	71	76	4	13	11
Number Scoring 65-100	61	63	66	2	11	6
Number Scoring 85-100	13	18	19	0	0	0
Percentage of Tested Scoring 55-100	81%	96%	97%	36%	93%	100%
Percentage of Tested Scoring 65-100	73%	85%	85%	18%	79%	55%
Percentage of Tested Scoring 85-100	16%	24%	24%	0%	0%	0%
Mathematics B						
Number Tested	15	28	36	0	0	0
Number Scoring 55-100	14	28	24	0	0	0
Number Scoring 65-100	12	26	17	0	0	0
Number Scoring 85-100	1	9	4	0	0	0
Percentage of Tested Scoring 55-100	93%	100%	67%	0%	0%	0%
Percentage of Tested Scoring 65-100	80%	93%	47%	0%	0%	0%
Percentage of Tested Scoring 85-100	7%	32%	11%	0%	0%	0%
Global History and Geography						
Number Tested	68	68	91	11	11	14
Number Scoring 55-100	64	61	88	9	8	14
Number Scoring 65-100	56	52	77	6	7	11
Number Scoring 85-100	33	27	40	0	0	3
Percentage of Tested Scoring 55-100	94%	90%	97%	82%	73%	100%
Percentage of Tested Scoring 65-100	82%	76%	85%	55%	64%	79%
Percentage of Tested Scoring 85-100	49%	40%	44%	0%	0%	21%
U.S. History and Government						
Number Tested	71	56	67	9	5	11
Number Scoring 55-100	64	49	56	4	4	5
Number Scoring 65-100	55	42	47	2	2	4
Number Scoring 85-100	15	14	18	0	1	0
Percentage of Tested Scoring 55-100	90%	88%	84%	44%	80%	45%
Percentage of Tested Scoring 65-100	77%	75%	70%	22%	40%	36%
Percentage of Tested Scoring 85-100	21%	25%	27%	0%	20%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	61	61	69	7	10	8
Number Scoring 55-100	61	61	69	7	10	8
Number Scoring 65-100	61	60	69	7	10	8
Number Scoring 85-100	34	30	38	0	0	2
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	98%	100%	100%	100%	100%
Percentage of Tested Scoring 85-100	56%	49%	55%	0%	0%	25%
Physical Setting/Earth Science						
Number Tested	42	41	53	0	2	1
Number Scoring 55-100	40	41	52	0	#	#
Number Scoring 65-100	39	38	49	0	#	#
Number Scoring 85-100	25	17	17	0	#	#
Percentage of Tested Scoring 55-100	95%	100%	98%	0%	#	#
Percentage of Tested Scoring 65-100	93%	93%	92%	0%	#	#
Percentage of Tested Scoring 85-100	60%	41%	32%	0%	#	#
Physical Setting/Chemistry						
Number Tested	42	43	42	2	1	1
Number Scoring 55-100	40	39	39	#	#	#
Number Scoring 65-100	34	36	36	#	#	#
Number Scoring 85-100	6	5	9	#	#	#
Percentage of Tested Scoring 55-100	95%	91%	93%	#	#	#
Percentage of Tested Scoring 65-100	81%	84%	86%	#	#	#
Percentage of Tested Scoring 85-100	14%	12%	21%	#	#	#
Physical Setting/Physics						
Number Tested		13	17		0	0
Number Scoring 55-100		13	17		0	0
Number Scoring 65-100		12	14		0	0
Number Scoring 85-100		4	3		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		92%	82%		0%	0%
Percentage of Tested Scoring 85-100		31%	18%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	24	15	16	1	0	0
Number Scoring 55-100	24	15	16	#	0	0
Number Scoring 65-100	24	15	16	#	0	0
Number Scoring 85-100	12	13	15	#	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	50%	87%	94%	#	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	29	24	19	1	1	1
Number Scoring 55-100	28	24	19	#	#	#
Number Scoring 65-100	28	24	19	#	#	#
Number Scoring 85-100	19	18	15	#	#	#
Percentage of Tested Scoring 55-100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	66%	75%	79%	#	#	#
Comprehensive Latin						
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	61	2%	2%	61%	36%
	Students with Disabilities	12	33%	25%	42%	0%
	All Students	73	7%	5%	58%	30%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	58	0%	14%	69%	17%
	Students with Disabilities	8	0%	50%	50%	0%
	All Students	66	0%	18%	67%	15%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	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

2001 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	45	45	45	9	9	9	54	54	54
Number Scoring 55–64	2	4	0	0	1	0	2	5	0
Number Scoring 65–84	16	27	17	5	2	5	21	29	22
Number Scoring 85–100	26	12	27	0	1	0	26	13	27
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 9-12)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	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)