

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-14-01-06-0003

Grade Range : 9-12

Name: Lake Shore Senior High School

Principal: R. Terrance Redman

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	0	329	317
Tenth	280	320	297
Eleventh	257	248	275
Twelfth	256	251	255
Ungraded Secondary	34	9	5
Total K-12 Enrollment	827	1157	1149

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	35	4.2%	46	4.0%	50	4.4%
Black (Not Hispanic)	1	0.1%	4	0.3%	9	0.8%
Hispanic	5	0.6%	10	0.9%	11	1.0%
White (Not Hispanic)	786	95.0%	1097	94.8%	1079	93.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	19	22	21
Mathematics Grade 10	26	18	19
Science Grade 10	19	23	22
Social Studies Grade 10	22	24	23

(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
50	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 middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	65	7.9%	114	9.9%	109	9.5%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.2%		93.6%		95.5%
Student Suspensions	19	2.5%	18	2.2%	14	1.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.0%	6.7%	6.5%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	98%	98%	97%

Staff Counts

Staff	2002–2003
Total Teachers	78
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	210	122	58%	188	93	49%	194	139	72%
Students with Disabilities	4	0	0%	0	0	0%	9	0	0%
All Students	214	122	57%	188	93	49%	203	139	68%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	123	31	5	7	17	20
Percent	61%	15%	2%	3%	8%	10%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
9	0	12	21

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			60		31	
	Entered GED Program*			1		11	
	Total Noncompleters			61		42	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			0		1	
	Total Noncompleters			0		5	
All Students	Dropped Out	33	4.0%	60	5.2%	35	3.0%
	Entered GED Program*	9	1.1%	1	0.1%	12	1.0%
	Total Noncompleters	42	5.1%	61	5.3%	47	4.1%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		325	1042
	Number of Students with Disabilities		0	102
	Number of All Students		325	1144
	Percent of Enrollment		28%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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%	1	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	23	57%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	0	0%	1	#
Science	0	0%	0	0%	4	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	2	#	1	#
Global Studies	4	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	202	235	231	11	0	7
Number Scoring 55–100	194	227	224	5	0	7
Number Scoring 65–100	181	220	217	3	0	7
Number Scoring 85–100	72	124	118	0	0	1
Percentage of Tested Scoring 55–100	96%	97%	97%	45%	0%	100%
Percentage of Tested Scoring 65–100	90%	94%	94%	27%	0%	100%
Percentage of Tested Scoring 85–100	36%	53%	51%	0%	0%	14%
Mathematics A						
Number Tested	0	258	262	0	0	6
Number Scoring 55–100	0	192	242	0	0	4
Number Scoring 65–100	0	162	199	0	0	2
Number Scoring 85–100	0	69	24	0	0	0
Percentage of Tested Scoring 55–100	0%	74%	92%	0%	0%	67%
Percentage of Tested Scoring 65–100	0%	63%	76%	0%	0%	33%
Percentage of Tested Scoring 85–100	0%	27%	9%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	123	0	0	0
Number Scoring 55–100	0	0	99	0	0	0
Number Scoring 65–100	0	0	65	0	0	0
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	80%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	53%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	4%	0%	0%	0%
Global History and Geography						
Number Tested	230	276	268	4	0	20
Number Scoring 55–100	222	246	236	#	0	12
Number Scoring 65–100	201	225	217	#	0	9
Number Scoring 85–100	64	71	65	#	0	1
Percentage of Tested Scoring 55–100	97%	89%	88%	#	0%	60%
Percentage of Tested Scoring 65–100	87%	82%	81%	#	0%	45%
Percentage of Tested Scoring 85–100	28%	26%	24%	#	0%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	218	227	244	12	0	5
Number Scoring 55–100	197	212	240	7	0	5
Number Scoring 65–100	159	183	231	4	0	5
Number Scoring 85–100	77	58	122	1	0	1
Percentage of Tested Scoring 55–100	90%	93%	98%	58%	0%	100%
Percentage of Tested Scoring 65–100	73%	81%	95%	33%	0%	100%
Percentage of Tested Scoring 85–100	35%	26%	50%	8%	0%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	218	263	228	5	0	13
Number Scoring 55–100	218	259	226	5	0	13
Number Scoring 65–100	213	256	216	3	0	11
Number Scoring 85–100	69	95	67	0	0	2
Percentage of Tested Scoring 55–100	100%	98%	99%	100%	0%	100%
Percentage of Tested Scoring 65–100	98%	97%	95%	60%	0%	85%
Percentage of Tested Scoring 85–100	32%	36%	29%	0%	0%	15%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	10	228	187	0	0	11
Number Scoring 55–100	8	206	154	0	0	5
Number Scoring 65–100	6	182	126	0	0	2
Number Scoring 85–100	0	44	31	0	0	0
Percentage of Tested Scoring 55–100	80%	90%	82%	0%	0%	45%
Percentage of Tested Scoring 65–100	60%	80%	67%	0%	0%	18%
Percentage of Tested Scoring 85–100	0%	19%	17%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		141	154		0	2
Number Scoring 55–100		138	144		0	#
Number Scoring 65–100		115	118		0	#
Number Scoring 85–100		19	17		0	#
Percentage of Tested Scoring 55–100		98%	94%		0%	#
Percentage of Tested Scoring 65–100		82%	77%		0%	#
Percentage of Tested Scoring 85–100		13%	11%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	57	69	46	1	0	0
Number Scoring 55–100	54	64	46	#	0	0
Number Scoring 65–100	51	55	46	#	0	0
Number Scoring 85–100	24	15	16	#	0	0
Percentage of Tested Scoring 55–100	95%	93%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	89%	80%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	42%	22%	35%	#	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	50	55	49	0	0	0
Number Scoring 55–100	50	51	47	0	0	0
Number Scoring 65–100	50	45	47	0	0	0
Number Scoring 85–100	11	12	23	0	0	0
Percentage of Tested Scoring 55–100	100%	93%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	82%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	22%	22%	47%	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	64	62	71	0	0	1
Number Scoring 55–100	64	61	71	0	0	#
Number Scoring 65–100	60	57	69	0	0	#
Number Scoring 85–100	29	24	34	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	94%	92%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	45%	39%	48%	0%	0%	#
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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	203	65	2	9	0	0
Number Scoring 55–100	157	29	#	1	0	0
Number Scoring 65–100	128	20	#	0	0	0
Number Scoring 85–100	35	0	#	0	0	0
Percentage of Tested Scoring 55–100	77%	45%	#	11%	0%	0%
Percentage of Tested Scoring 65–100	63%	31%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	17%	0%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	107	153	9	1	0	0
Number Scoring 55–100	94	141	4	#	0	0
Number Scoring 65–100	83	130	3	#	0	0
Number Scoring 85–100	39	60	0	#	0	0
Percentage of Tested Scoring 55–100	88%	92%	44%	#	0%	0%
Percentage of Tested Scoring 65–100	78%	85%	33%	#	0%	0%
Percentage of Tested Scoring 85–100	36%	39%	0%	#	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	53	96%	98	95%	3	#
Students with Disabilities	5	60%	1	#	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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	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

1999 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	213	213	213	16	16	16	229	229	229
Number Scoring 55–64	13	17	7	1	0	2	14	17	9
Number Scoring 65–84	132	119	119	3	4	3	135	123	122
Number Scoring 85–100	61	60	75	0	1	0	61	61	75
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)