

New York State School Report Card Comprehensive Information Report

BEDS Code: 63-07-01-04-0003

Grade Range : 7-12

Name: Lake George Junior-Senior High School

Principal: David Eagle

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	95	83	98
Eighth	94	94	90
Ninth	88	100	97
Tenth	79	86	100
Eleventh	91	76	76
Twelfth	83	85	78
Ungraded Secondary	0	0	0
Total K-12 Enrollment	530	524	539

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	8	1.5%	9	1.7%	10	1.9%
Black (Not Hispanic)	3	0.6%	2	0.4%	3	0.6%
Hispanic	4	0.8%	5	1.0%	7	1.3%
White (Not Hispanic)	515	97.2%	508	96.9%	519	96.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	18	16
Mathematics Grade 8	18	17	17
Science Grade 8	18	18	11
Social Studies Grade 8	19	18	18
English Grade 10	16	17	18
Mathematics Grade 10	16	17	0
Science Grade 10	10	13	16
Social Studies Grade 10	15	16	18

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
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

	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	26	4.9%	31	5.9%	36	6.7%

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		95.9%		94.6%		95.8%
Student Suspensions	18	3.7%	15	2.8%	24	4.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.2%	3.4%	4.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	96%	94%

Staff Counts

Staff	2002–2003
Total Teachers	53
Total Other Professional Staff	6
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	65	43	66%	62	43	69%	70	52	74%
Students with Disabilities	11	2	18%	10	1	10%	11	3	27%
All Students	76	45	59%	72	44	61%	81	55	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	48	24	0	2	6	1
Percent	59%	30%	0%	2%	7%	1%

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)
11	3	0	11

*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			2		1	
	Entered GED Program*			0		5	
	Total Noncompleters			2		6	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		4	
	Total Noncompleters			0		7	
All Students	Dropped Out	4	1.2%	2	0.6%	4	1.1%
	Entered GED Program*	4	1.2%	0	0.0%	9	2.6%
	Total Noncompleters	8	2.3%	2	0.6%	13	3.7%

*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		281	257
	Number of Students with Disabilities		66	94
	Number of All Students		347	351
	Percent of Enrollment		100%	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	38	97%	43	100%	28	86%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	43	91%	31	100%	41	98%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	5	80%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	80%	3	#	4	#

(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%	5	80%
Science	3	#	0	0%	0	0%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	3	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	7	100%
Science	4	#	0	0%	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	75	83	83	12	12	10
Number Scoring 55–100	75	79	79	12	12	9
Number Scoring 65–100	72	70	74	9	6	7
Number Scoring 85–100	21	35	36	0	0	1
Percentage of Tested Scoring 55–100	100%	95%	95%	100%	100%	90%
Percentage of Tested Scoring 65–100	96%	84%	89%	75%	50%	70%
Percentage of Tested Scoring 85–100	28%	42%	43%	0%	0%	10%
Mathematics A						
Number Tested	0	53	94	0	4	12
Number Scoring 55–100	0	46	77	0	#	7
Number Scoring 65–100	0	38	66	0	#	5
Number Scoring 85–100	0	17	16	0	#	1
Percentage of Tested Scoring 55–100	0%	87%	82%	0%	#	58%
Percentage of Tested Scoring 65–100	0%	72%	70%	0%	#	42%
Percentage of Tested Scoring 85–100	0%	32%	17%	0%	#	8%
Mathematics B (first administered June 2001)						
Number Tested	0	0	35	0	0	1
Number Scoring 55–100	0	0	34	0	0	#
Number Scoring 65–100	0	0	30	0	0	#
Number Scoring 85–100	0	0	11	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	31%	0%	0%	#
Global History and Geography						
Number Tested	74	73	87	10	12	11
Number Scoring 55–100	74	71	85	10	10	9
Number Scoring 65–100	74	64	81	10	7	8
Number Scoring 85–100	42	20	38	4	1	0
Percentage of Tested Scoring 55–100	100%	97%	98%	100%	83%	82%
Percentage of Tested Scoring 65–100	100%	88%	93%	100%	58%	73%
Percentage of Tested Scoring 85–100	57%	27%	44%	40%	8%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	80	88	78	17	12	10
Number Scoring 55–100	76	86	77	16	12	9
Number Scoring 65–100	66	77	73	10	9	7
Number Scoring 85–100	38	42	46	3	0	2
Percentage of Tested Scoring 55–100	95%	98%	99%	94%	100%	90%
Percentage of Tested Scoring 65–100	82%	88%	94%	59%	75%	70%
Percentage of Tested Scoring 85–100	47%	48%	59%	18%	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	58	68	65	0	10	5
Number Scoring 55–100	58	68	65	0	10	5
Number Scoring 65–100	57	68	65	0	10	5
Number Scoring 85–100	18	27	29	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	100%	100%
Percentage of Tested Scoring 65–100	98%	100%	100%	0%	100%	100%
Percentage of Tested Scoring 85–100	31%	40%	45%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	59	85	99	0	10	9
Number Scoring 55–100	57	84	99	0	10	9
Number Scoring 65–100	54	78	97	0	8	8
Number Scoring 85–100	26	33	63	0	1	4
Percentage of Tested Scoring 55–100	97%	99%	100%	0%	100%	100%
Percentage of Tested Scoring 65–100	92%	92%	98%	0%	80%	89%
Percentage of Tested Scoring 85–100	44%	39%	64%	0%	10%	44%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		53	61		0	3
Number Scoring 55–100		48	58		0	#
Number Scoring 65–100		42	40		0	#
Number Scoring 85–100		9	10		0	#
Percentage of Tested Scoring 55–100		91%	95%		0%	#
Percentage of Tested Scoring 65–100		79%	66%		0%	#
Percentage of Tested Scoring 85–100		17%	16%		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	29	17	25	0	1	1
Number Scoring 55–100	29	17	25	0	#	#
Number Scoring 65–100	27	15	24	0	#	#
Number Scoring 85–100	17	1	19	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	93%	88%	96%	0%	#	#
Percentage of Tested Scoring 85–100	59%	6%	76%	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	22	13	17	1	1	1
Number Scoring 55–100	22	13	17	#	#	#
Number Scoring 65–100	22	13	16	#	#	#
Number Scoring 85–100	15	5	10	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	94%	#	#	#
Percentage of Tested Scoring 85–100	68%	38%	59%	#	#	#
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	87	34	4	9	4	1
Number Scoring 55–100	77	31	#	6	#	#
Number Scoring 65–100	72	30	#	6	#	#
Number Scoring 85–100	29	9	#	2	#	#
Percentage of Tested Scoring 55–100	89%	91%	#	67%	#	#
Percentage of Tested Scoring 65–100	83%	88%	#	67%	#	#
Percentage of Tested Scoring 85–100	33%	26%	#	22%	#	#
Sequential Mathematics, Course III						
Number Tested	58	66	1	1	3	0
Number Scoring 55–100	51	63	#	#	#	0
Number Scoring 65–100	45	62	#	#	#	0
Number Scoring 85–100	21	32	#	#	#	0
Percentage of Tested Scoring 55–100	88%	95%	#	#	#	0%
Percentage of Tested Scoring 65–100	78%	94%	#	#	#	0%
Percentage of Tested Scoring 85–100	36%	48%	#	#	#	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	13	100%	6	100%	27	96%
Students with Disabilities	9	100%	2	#	7	100%

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	58	0%	12%	60%	28%
	Students with Disabilities	22	0%	32%	64%	5%
	All Students	80	0%	18%	61%	21%

(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	64	64	64	13	13	13	77	77	77
Number Scoring 55–64	0	4	0	2	2	0	2	6	0
Number Scoring 65–84	28	22	30	7	9	6	35	31	36
Number Scoring 85–100	35	37	34	2	0	4	37	37	38
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)