

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-24-01-06-0007

Grade Range : 9-12

Name: Lakeland High School

Principal: Richard Herlihy

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	290	289	298
Tenth	252	262	269
Eleventh	248	239	244
Twelfth	242	239	231
Ungraded Secondary	0	0	21
Total K-12 Enrollment	1032	1029	1063

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	25	2.4%	24	2.3%	37	3.5%
Black (Not Hispanic)	53	5.1%	42	4.1%	38	3.6%
Hispanic	96	9.3%	104	10.1%	100	9.4%
White (Not Hispanic)	858	83.1%	859	83.5%	888	83.5%

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	22	25	23
Mathematics Grade 10	20	19	19
Science Grade 10	19	21	21
Social Studies Grade 10	21	23	26

(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
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

	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	33	3.2%	16	1.6%	23	2.2%

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		95.6%		95.6%		96.2%
Student Suspensions	107	10.2%	127	12.3%	97	9.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.3%	1.5%	1.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	93%	99%

Staff Counts

Staff	2002–2003
Total Teachers	80
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	11
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	200	143	71%	189	151	80%	201	150	75%
Students with Disabilities	29	4	14%	29	3	10%	20	2	10%
All Students	229	147	64%	218	154	71%	221	152	69%

*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	146	60	5	2	8	0
Percent	66%	27%	2%	1%	4%	0%

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)
20	2	3	23

*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			52		2	
	Entered GED Program*			0		5	
	Total Noncompleters			52		7	
Students with Disabilities	Dropped Out			4		2	
	Entered GED Program*			0		2	
	Total Noncompleters			4		4	
All Students	Dropped Out	8	0.8%	56	5.4%	4	0.4%
	Entered GED Program*	7	0.7%	0	0.0%	7	0.7%
	Total Noncompleters	15	1.5%	56	5.4%	11	1.0%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

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%	0	0%

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%	0	0%
Science	6	100%	1	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	1	#	1	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	9	89%	12	100%
Science	3	#	2	#	9	78%
Reading	5	100%	2	#	0	0%
Writing	4	#	2	#	0	0%
Global Studies	6	33%	8	88%	13	54%
U.S. Hist & Gov't	12	50%	7	86%	8	88%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	281	181	244	33	20	31
Number Scoring 55–100	277	176	233	31	20	25
Number Scoring 65–100	266	162	224	24	13	22
Number Scoring 85–100	116	65	125	2	2	2
Percentage of Tested Scoring 55–100	99%	97%	95%	94%	100%	81%
Percentage of Tested Scoring 65–100	95%	90%	92%	73%	65%	71%
Percentage of Tested Scoring 85–100	41%	36%	51%	6%	10%	6%
Mathematics A						
Number Tested	0	2	293	0	0	40
Number Scoring 55–100	0	#	275	0	0	32
Number Scoring 65–100	0	#	233	0	0	26
Number Scoring 85–100	0	#	61	0	0	1
Percentage of Tested Scoring 55–100	0%	#	94%	0%	0%	80%
Percentage of Tested Scoring 65–100	0%	#	80%	0%	0%	65%
Percentage of Tested Scoring 85–100	0%	#	21%	0%	0%	3%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	227	245	256	20	31	38
Number Scoring 55–100	218	241	241	18	29	28
Number Scoring 65–100	208	231	233	13	25	27
Number Scoring 85–100	107	81	122	4	4	3
Percentage of Tested Scoring 55–100	96%	98%	94%	90%	94%	74%
Percentage of Tested Scoring 65–100	92%	94%	91%	65%	81%	71%
Percentage of Tested Scoring 85–100	47%	33%	48%	20%	13%	8%
U.S. History and Government (first administered June 2001)						
Number Tested	230	237	249	30	22	27
Number Scoring 55–100	216	218	247	20	19	26
Number Scoring 65–100	195	199	230	11	13	22
Number Scoring 85–100	98	68	122	2	1	9
Percentage of Tested Scoring 55–100	94%	92%	99%	67%	86%	96%
Percentage of Tested Scoring 65–100	85%	84%	92%	37%	59%	81%
Percentage of Tested Scoring 85–100	43%	29%	49%	7%	5%	33%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	224	250	277	16	24	38
Number Scoring 55–100	224	246	277	16	23	38
Number Scoring 65–100	221	245	273	15	23	36
Number Scoring 85–100	37	85	110	0	4	3
Percentage of Tested Scoring 55–100	100%	98%	100%	100%	96%	100%
Percentage of Tested Scoring 65–100	99%	98%	99%	94%	96%	95%
Percentage of Tested Scoring 85–100	17%	34%	40%	0%	17%	8%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	214	215	215	22	39	25
Number Scoring 55–100	203	206	191	17	38	18
Number Scoring 65–100	193	200	181	16	33	13
Number Scoring 85–100	68	97	61	2	6	1
Percentage of Tested Scoring 55–100	95%	96%	89%	77%	97%	72%
Percentage of Tested Scoring 65–100	90%	93%	84%	73%	85%	52%
Percentage of Tested Scoring 85–100	32%	45%	28%	9%	15%	4%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		163	179		1	9
Number Scoring 55–100		150	163		#	8
Number Scoring 65–100		116	125		#	7
Number Scoring 85–100		14	21		#	0
Percentage of Tested Scoring 55–100		92%	91%		#	89%
Percentage of Tested Scoring 65–100		71%	70%		#	78%
Percentage of Tested Scoring 85–100		9%	12%		#	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	14	16	17	0	1	1
Number Scoring 55–100	14	16	17	0	#	#
Number Scoring 65–100	14	16	17	0	#	#
Number Scoring 85–100	8	6	8	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	57%	38%	47%	0%	#	#
Comprehensive Italian						
Number Tested	25	31	20	0	2	0
Number Scoring 55–100	25	31	20	0	#	0
Number Scoring 65–100	25	31	20	0	#	0
Number Scoring 85–100	19	10	17	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	76%	32%	85%	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	170	150	158	5	6	6
Number Scoring 55–100	169	148	158	5	6	6
Number Scoring 65–100	165	145	157	4	5	6
Number Scoring 85–100	101	87	107	1	2	1
Percentage of Tested Scoring 55–100	99%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	97%	97%	99%	80%	83%	100%
Percentage of Tested Scoring 85–100	59%	58%	68%	20%	33%	17%
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	213	247	30	13	17	5
Number Scoring 55–100	176	189	20	5	8	3
Number Scoring 65–100	164	172	11	4	6	1
Number Scoring 85–100	80	72	0	0	1	0
Percentage of Tested Scoring 55–100	83%	77%	67%	38%	47%	60%
Percentage of Tested Scoring 65–100	77%	70%	37%	31%	35%	20%
Percentage of Tested Scoring 85–100	38%	29%	0%	0%	6%	0%
Sequential Mathematics, Course III						
Number Tested	133	151	256	5	2	29
Number Scoring 55–100	123	142	206	5	#	16
Number Scoring 65–100	120	136	173	5	#	12
Number Scoring 85–100	57	59	53	1	#	1
Percentage of Tested Scoring 55–100	92%	94%	80%	100%	#	55%
Percentage of Tested Scoring 65–100	90%	90%	68%	100%	#	41%
Percentage of Tested Scoring 85–100	43%	39%	21%	20%	#	3%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	100%	0	0%	37	97%
Students with Disabilities	8	100%	0	0%	11	91%

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	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	205	205	205	21	21	21	226	226	226
Number Scoring 55–64	0	11	0	3	5	0	3	16	0
Number Scoring 65–84	105	125	133	13	12	18	118	137	151
Number Scoring 85–100	100	67	72	4	1	0	104	68	72
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)