

# New York State District Report Card Comprehensive Information Report

BEDS Code: 63-07-01-04-0000  
 Name: Lake George Central School District  
 Superintendent: Bruce Levin

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	65	84	57
First	74	65	83
Second	85	79	68
Third	81	80	76
Fourth	79	86	78
Fifth	75	83	90
Sixth	92	84	91
Ungraded Elementary	0	0	0
Seventh	83	98	89
Eighth	94	90	107
Ninth	100	97	90
Tenth	86	100	96
Eleventh	76	76	93
Twelfth	85	78	78
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1075	1100	1096

## 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	14	1.3%	12	1.1%	21	1.9%
Black (Not Hispanic)	4	0.4%	6	0.5%	8	0.7%
Hispanic	5	0.5%	8	0.7%	12	1.1%
White (Not Hispanic)	1052	97.9%	1074	97.6%	1055	96.3%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	16	14
Common Branch	21	22	23
English Grade 8	18	16	20
Mathematics Grade 8	17	17	21
Science Grade 8	18	11	20
Social Studies Grade 8	18	18	21
English Grade 10	17	18	18
Mathematics Grade 10	17	0	20
Science Grade 10	13	16	17
Social Studies Grade 10	16	18	18

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	1	0.1%
<b>Eligible for Free Lunch</b>	72	6.7%	73	6.6%	91	8.3%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.6%		95.9%		96.2%
<b>Student Suspensions</b>	15	1.4%	24	2.2%	19	1.7%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.5%	3.6%	5.5%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	96
Total Other Professional Staff	18
Total Paraprofessionals	37
Teaching Out of Certification*	0

\*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	62	43	69%	70	52	74%	67	43	64%
Students with Disabilities	10	1	10%	11	3	27%	10	1	10%
All Students	72	44	61%	81	55	68%	77	44	57%

\*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	32	35	0	1	9	0
Percent	42%	45%	0%	1%	12%	0%

## 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)
10	1	2	12

\*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	3		1		3	1.0%
	Entered GED Program*	0		5		1	0.3%
	Total Noncompleters	3		6		4	1.4%
Students with Disabilities	Dropped Out	0		3		1	1.5%
	Entered GED Program*	0		4		0	0.0%
	Total Noncompleters	0		7		1	1.5%
All Students	Dropped Out	3	0.9%	4	1.1%	4	1.1%
	Entered GED Program*	0	0.0%	9	2.6%	1	0.3%
	Total Noncompleters	3	0.9%	13	3.7%	5	1.4%

\*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	96
	Number of Students with Disabilities	0	0	11
	Number of All Students	0	0	107
	Percent of Enrollment	0%	0%	37%
9-12	Number of General-Education Students	281	257	287
	Number of Students with Disabilities	66	94	70
	Number of All Students	347	351	357
	Percent of Enrollment	100%	100%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	19		
Completed and Passed Regents Exams	19	100%	77%
Completed and had Course Average of 75% or More	19	100%	81%
Completed and Attained a HS Diploma or Equivalent	19	100%	96%
Completed and Whose Status is Known	19		
Completed and Were Successfully Placed	19	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	7	78%	30%
Underrepresented Gender Members Who Completed	1	14%	19%

Enrollment data are for the 2003-2004 school year; completer 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	43	100%	28	86%	44	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	31	100%	41	98%	47	89%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	5	80%	3	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	4	#	1	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	80%	2	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	2	#	3	#
Writing	0	0%	0	0%	4	#
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	7	100%	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	2	#	0	0%
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	2	#	1	#
U.S. Hist & Gov't	0	0%	3	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	83	83	88	12	10	8
Number Scoring 55-100	79	79	88	12	9	8
Number Scoring 65-100	70	74	86	6	7	6
Number Scoring 85-100	35	36	52	0	1	1
Percentage of Tested Scoring 55-100	95%	95%	100%	100%	90%	100%
Percentage of Tested Scoring 65-100	84%	89%	98%	50%	70%	75%
Percentage of Tested Scoring 85-100	42%	43%	59%	0%	10%	12%
<b>Mathematics A</b>						
Number Tested	53	94	126	4	12	13
Number Scoring 55-100	46	77	126	#	7	13
Number Scoring 65-100	38	66	125	#	5	13
Number Scoring 85-100	17	16	60	#	1	3
Percentage of Tested Scoring 55-100	87%	82%	100%	#	58%	100%
Percentage of Tested Scoring 65-100	72%	70%	99%	#	42%	100%
Percentage of Tested Scoring 85-100	32%	17%	48%	#	8%	23%
<b>Mathematics B</b>						
Number Tested	0	35	42	0	1	1
Number Scoring 55-100	0	34	41	0	#	#
Number Scoring 65-100	0	30	38	0	#	#
Number Scoring 85-100	0	11	23	0	#	#
Percentage of Tested Scoring 55-100	0%	97%	98%	0%	#	#
Percentage of Tested Scoring 65-100	0%	86%	90%	0%	#	#
Percentage of Tested Scoring 85-100	0%	31%	55%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	73	87	91	12	11	12
Number Scoring 55-100	71	85	91	10	9	12
Number Scoring 65-100	64	81	90	7	8	12
Number Scoring 85-100	20	38	58	1	0	4
Percentage of Tested Scoring 55-100	97%	98%	100%	83%	82%	100%
Percentage of Tested Scoring 65-100	88%	93%	99%	58%	73%	100%
Percentage of Tested Scoring 85-100	27%	44%	64%	8%	0%	33%
<b>U.S. History and Government</b>						
Number Tested	88	78	91	12	10	8
Number Scoring 55-100	86	77	91	12	9	8
Number Scoring 65-100	77	73	91	9	7	8
Number Scoring 85-100	42	46	60	0	2	3
Percentage of Tested Scoring 55-100	98%	99%	100%	100%	90%	100%
Percentage of Tested Scoring 65-100	88%	94%	100%	75%	70%	100%
Percentage of Tested Scoring 85-100	48%	59%	66%	0%	20%	38%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	68	65	90	10	5	7
Number Scoring 55-100	68	65	90	10	5	7
Number Scoring 65-100	68	65	88	10	5	7
Number Scoring 85-100	27	29	41	0	0	1
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	100%	98%	100%	100%	100%
Percentage of Tested Scoring 85-100	40%	45%	46%	0%	0%	14%
<b>Physical Setting/Earth Science</b>						
Number Tested	85	99	84	10	9	16
Number Scoring 55-100	84	99	83	10	9	16
Number Scoring 65-100	78	97	77	8	8	13
Number Scoring 85-100	33	63	41	1	4	5
Percentage of Tested Scoring 55-100	99%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	92%	98%	92%	80%	89%	81%
Percentage of Tested Scoring 85-100	39%	64%	49%	10%	44%	31%
<b>Physical Setting/Chemistry</b>						
Number Tested	53	61	45	0	3	0
Number Scoring 55-100	48	58	44	0	#	0
Number Scoring 65-100	42	40	33	0	#	0
Number Scoring 85-100	9	10	11	0	#	0
Percentage of Tested Scoring 55-100	91%	95%	98%	0%	#	0%
Percentage of Tested Scoring 65-100	79%	66%	73%	0%	#	0%
Percentage of Tested Scoring 85-100	17%	16%	24%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			20			0
Number Scoring 55-100			19			0
Number Scoring 65-100			16			0
Number Scoring 85-100			2			0
Percentage of Tested Scoring 55-100			95%			0%
Percentage of Tested Scoring 65-100			80%			0%
Percentage of Tested Scoring 85-100			10%			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
<b>Comprehensive French</b>						
Number Tested	17	25	22	1	1	0
Number Scoring 55-100	17	25	22	#	#	0
Number Scoring 65-100	15	24	22	#	#	0
Number Scoring 85-100	1	19	13	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	88%	96%	100%	#	#	0%
Percentage of Tested Scoring 85-100	6%	76%	59%	#	#	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	13	17	24	1	1	1
Number Scoring 55-100	13	17	24	#	#	#
Number Scoring 65-100	13	16	23	#	#	#
Number Scoring 85-100	5	10	15	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	94%	96%	#	#	#
Percentage of Tested Scoring 85-100	38%	59%	62%	#	#	#
<b>Comprehensive Latin</b>						
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	66	1	1	3	0	0
Number Scoring 55-100	63	#	#	#	0	0
Number Scoring 65-100	62	#	#	#	0	0
Number Scoring 85-100	32	#	#	#	0	0
Percentage of Tested Scoring 55-100	95%	#	#	#	0%	0%
Percentage of Tested Scoring 65-100	94%	#	#	#	0%	0%
Percentage of Tested Scoring 85-100	48%	#	#	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	6	100%	27	96%	24	100%
Students with Disabilities	2	#	7	100%	6	100%

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
<b>Nov 2003</b>	General-Education Students	81	0%	5%	53%	42%
	Students with Disabilities	11	9%	18%	55%	18%
	All Students	92	1%	7%	53%	39%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	86	0%	31%	62%	7%
	Students with Disabilities	15	7%	60%	33%	0%
	All Students	101	1%	36%	57%	6%

(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
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	66	66	66	13	13	13	79	79	79
Number Scoring 55–64	4	1	4	2	2	3	6	3	7
Number Scoring 65–84	34	21	29	6	4	6	40	25	35
Number Scoring 85–100	18	41	28	0	3	0	18	44	28
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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 - 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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)