

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-19-01-06-0008

Grade Range : 9-12

Name: Lancaster High School

Principal: Daniel Paveljack

## 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	444	498	512
Tenth	430	464	482
Eleventh	428	437	441
Twelfth	392	441	432
Ungraded Secondary	43	54	28
Total K-12 Enrollment	1737	1894	1895

## 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	11	0.6%	12	0.6%	16	0.8%
Black (Not Hispanic)	14	0.8%	16	0.8%	15	0.8%
Hispanic	6	0.3%	4	0.2%	10	0.5%
White (Not Hispanic)	1706	98.2%	1862	98.3%	1854	97.8%

## 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	25	25	24
Mathematics Grade 10	24	26	18
Science Grade 10	20	22	19
Social Studies Grade 10	24	26	24

(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	3	0.2%	2	0.1%	7	0.4%
Eligible for Free Lunch	98	5.6%	129	6.8%	99	5.2%

### 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		93.8%		94.2%		93.7%
Student Suspensions	53	3.1%	56	3.2%	54	2.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.8%	5.4%	5.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	90%	94%

### Staff Counts

Staff	2002–2003
Total Teachers	134
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	331	227	69%	373	275	74%	367	291	79%
Students with Disabilities	33	1	3%	39	2	5%	38	8	21%
All Students	364	228	63%	412	277	67%	405	299	74%

\*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	225	135	6	15	20	4
Percent	56%	33%	1%	4%	5%	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)
38	8	8	46

\*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			36		23	
	Entered GED Program*			0		4	
	Total Noncompleters			36		27	
Students with Disabilities	Dropped Out			9		13	
	Entered GED Program*			0		3	
	Total Noncompleters			9		16	
All Students	Dropped Out	16	0.9%	45	2.4%	36	1.9%
	Entered GED Program*	23	1.3%	0	0.0%	7	0.4%
	Total Noncompleters	39	2.2%	45	2.4%	43	2.3%

\*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		1304	1635
	Number of Students with Disabilities		200	232
	Number of All Students		1504	1867
	Percent of Enrollment		79%	99%

## 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%	2	#	0	0%
Science	0	0%	2	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	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
Mathematics	38	100%	55	91%	66	94%
Science	63	79%	66	74%	70	73%
Reading	7	86%	11	82%	15	73%
Writing	16	100%	11	82%	16	94%
Global Studies	4	#	5	60%	28	50%
U.S. Hist & Gov't	7	57%	4	#	7	86%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	403	426	426	30	35	35
Number Scoring 55–100	399	417	411	28	27	21
Number Scoring 65–100	379	400	396	22	22	14
Number Scoring 85–100	108	166	207	0	2	3
Percentage of Tested Scoring 55–100	99%	98%	96%	93%	77%	60%
Percentage of Tested Scoring 65–100	94%	94%	93%	73%	63%	40%
Percentage of Tested Scoring 85–100	27%	39%	49%	0%	6%	9%
<b>Mathematics A</b>						
Number Tested	79	644	669	3	34	74
Number Scoring 55–100	77	578	508	#	18	27
Number Scoring 65–100	63	505	448	#	11	17
Number Scoring 85–100	4	142	84	#	1	2
Percentage of Tested Scoring 55–100	97%	90%	76%	#	53%	36%
Percentage of Tested Scoring 65–100	80%	78%	67%	#	32%	23%
Percentage of Tested Scoring 85–100	5%	22%	13%	#	3%	3%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	31	290	0	0	5
Number Scoring 55–100	0	31	175	0	0	3
Number Scoring 65–100	0	26	122	0	0	1
Number Scoring 85–100	0	1	3	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	60%	0%	0%	60%
Percentage of Tested Scoring 65–100	0%	84%	42%	0%	0%	20%
Percentage of Tested Scoring 85–100	0%	3%	1%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	471	438	507	52	43	55
Number Scoring 55–100	462	432	471	48	39	37
Number Scoring 65–100	442	387	414	38	19	20
Number Scoring 85–100	163	109	173	3	3	5
Percentage of Tested Scoring 55–100	98%	99%	93%	92%	91%	67%
Percentage of Tested Scoring 65–100	94%	88%	82%	73%	44%	36%
Percentage of Tested Scoring 85–100	35%	25%	34%	6%	7%	9%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	334	443	436	18	41	37
Number Scoring 55–100	333	436	428	17	39	32
Number Scoring 65–100	323	405	413	11	28	24
Number Scoring 85–100	152	132	260	0	3	7
Percentage of Tested Scoring 55–100	100%	98%	98%	94%	95%	86%
Percentage of Tested Scoring 65–100	97%	91%	95%	61%	68%	65%
Percentage of Tested Scoring 85–100	46%	30%	60%	0%	7%	19%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	419	406	502	13	16	33
Number Scoring 55–100	415	403	498	13	15	31
Number Scoring 65–100	412	401	482	13	14	24
Number Scoring 85–100	167	160	243	1	2	2
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	94%	94%
Percentage of Tested Scoring 65–100	98%	99%	96%	100%	88%	73%
Percentage of Tested Scoring 85–100	40%	39%	48%	8%	12%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	451	505	561	36	55	66
Number Scoring 55–100	417	473	508	26	43	48
Number Scoring 65–100	359	411	445	14	23	33
Number Scoring 85–100	138	156	158	2	2	4
Percentage of Tested Scoring 55–100	92%	94%	91%	72%	78%	73%
Percentage of Tested Scoring 65–100	80%	81%	79%	39%	42%	50%
Percentage of Tested Scoring 85–100	31%	31%	28%	6%	4%	6%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		223	279		2	3
Number Scoring 55–100		214	263		#	#
Number Scoring 65–100		179	210		#	#
Number Scoring 85–100		43	53		#	#
Percentage of Tested Scoring 55–100		96%	94%		#	#
Percentage of Tested Scoring 65–100		80%	75%		#	#
Percentage of Tested Scoring 85–100		19%	19%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	57	72	86	0	1	0
Number Scoring 55–100	55	71	84	0	#	0
Number Scoring 65–100	55	68	79	0	#	0
Number Scoring 85–100	24	24	41	0	#	0
Percentage of Tested Scoring 55–100	96%	99%	98%	0%	#	0%
Percentage of Tested Scoring 65–100	96%	94%	92%	0%	#	0%
Percentage of Tested Scoring 85–100	42%	33%	48%	0%	#	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	70	60	72	1	0	1
Number Scoring 55–100	70	59	70	#	0	#
Number Scoring 65–100	67	56	66	#	0	#
Number Scoring 85–100	29	17	27	#	0	#
Percentage of Tested Scoring 55–100	100%	98%	97%	#	0%	#
Percentage of Tested Scoring 65–100	96%	93%	92%	#	0%	#
Percentage of Tested Scoring 85–100	41%	28%	38%	#	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	113	140	153	1	2	1
Number Scoring 55–100	113	140	151	#	#	#
Number Scoring 65–100	112	139	150	#	#	#
Number Scoring 85–100	70	99	95	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	99%	#	#	#
Percentage of Tested Scoring 65–100	99%	99%	98%	#	#	#
Percentage of Tested Scoring 85–100	62%	71%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	408	145	3	13	4	0
Number Scoring 55–100	365	138	#	10	#	0
Number Scoring 65–100	321	127	#	6	#	0
Number Scoring 85–100	146	84	#	2	#	0
Percentage of Tested Scoring 55–100	89%	95%	#	77%	#	0%
Percentage of Tested Scoring 65–100	79%	88%	#	46%	#	0%
Percentage of Tested Scoring 85–100	36%	58%	#	15%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	307	329	139	1	6	0
Number Scoring 55–100	261	311	135	#	6	0
Number Scoring 65–100	214	285	123	#	5	0
Number Scoring 85–100	66	121	63	#	2	0
Percentage of Tested Scoring 55–100	85%	95%	97%	#	100%	0%
Percentage of Tested Scoring 65–100	70%	87%	88%	#	83%	0%
Percentage of Tested Scoring 85–100	21%	37%	45%	#	33%	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	138	98%	137	99%	87	94%
Students with Disabilities	6	100%	60	93%	38	66%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	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

## 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	383	383	383	45	45	45	428	428	428
Number Scoring 55–64	3	12	7	8	9	10	11	21	17
Number Scoring 65–84	211	234	195	25	20	19	236	254	214
Number Scoring 85–100	158	125	171	2	3	1	160	128	172
Approved Alternatives	4	0	0	0	0	0	4	0	0

(Form – K)