

# New York State District Report Card Comprehensive Information Report

BEDS Code: 14-19-01-06-0000

Name: Lancaster Central School District

Superintendent: Thomas J. Markle

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	429	450	469
First	402	444	462
Second	442	415	445
Third	438	451	444
Fourth	434	449	464
Fifth	413	455	480
Sixth	447	452	493
Ungraded Elementary	43	0	0
Seventh	473	478	472
Eighth	463	476	474
Ninth	444	498	512
Tenth	430	464	482
Eleventh	428	437	441
Twelfth	392	441	432
Ungraded Secondary	54	54	39
Total K-12 Enrollment	5732	5964	6109

## 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	37	0.6%	40	0.7%	59	1.0%
Black (Not Hispanic)	63	1.1%	70	1.2%	62	1.0%
Hispanic	23	0.4%	19	0.3%	43	0.7%
White (Not Hispanic)	5609	97.9%	5835	97.8%	5945	97.3%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	21	22
Common Branch	22	22	24
English Grade 8	23	21	24
Mathematics Grade 8	22	20	22
Science Grade 8	23	23	23
Social Studies Grade 8	23	24	24
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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	11	0.2%	4	0.1%	15	0.3%
Eligible for Free Lunch	388	6.8%	470	7.9%	473	7.7%

### 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		95.7%		95.8%		95.5%
Student Suspensions	76	1.4%	96	1.7%	92	1.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.9%	6.4%	6.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	422
Total Other Professional Staff	41
Total Paraprofessionals	81
Teaching Out of Certification*	8
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%	368	291	79%
Students with Disabilities	33	1	3%	39	2	5%	39	8	21%
All Students	364	228	63%	412	277	67%	407	299	73%

\*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	22	4
Percent	55%	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)
39	8	9	48

\*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		25	
	Entered GED Program*			0		4	
	Total Noncompleters			36		29	
Students with Disabilities	Dropped Out			9		15	
	Entered GED Program*			0		3	
	Total Noncompleters			9		18	
All Students	Dropped Out	16	0.9%	45	2.4%	40	2.1%
	Entered GED Program*	23	1.3%	0	0.0%	7	0.4%
	Total Noncompleters	39	2.2%	45	2.4%	47	2.5%

\*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		839	831
	Number of Students with Disabilities		115	115
	Number of All Students		954	946
	Percent of Enrollment		67%	65%
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		80%	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	26	100%	23	100%	92	96%
German	22	100%	0	0%	35	97%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	56	100%	53	98%	264	98%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	1	#	9	56%

(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	#	1	#
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%	56	89%	67	94%
Science	63	79%	67	73%	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	430	30	35	36
Number Scoring 55–100	399	417	415	28	27	22
Number Scoring 65–100	379	400	399	22	22	15
Number Scoring 85–100	108	166	207	0	2	3
Percentage of Tested Scoring 55–100	99%	98%	97%	93%	77%	61%
Percentage of Tested Scoring 65–100	94%	94%	93%	73%	63%	42%
Percentage of Tested Scoring 85–100	27%	39%	48%	0%	6%	8%
<b>Mathematics A</b>						
Number Tested	79	741	671	3	34	75
Number Scoring 55–100	77	675	509	#	18	27
Number Scoring 65–100	63	602	449	#	11	17
Number Scoring 85–100	4	172	85	#	1	2
Percentage of Tested Scoring 55–100	97%	91%	76%	#	53%	36%
Percentage of Tested Scoring 65–100	80%	81%	67%	#	32%	23%
Percentage of Tested Scoring 85–100	5%	23%	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	439	512	52	44	57
Number Scoring 55–100	462	433	473	48	40	38
Number Scoring 65–100	442	388	416	38	20	21
Number Scoring 85–100	163	109	173	3	3	5
Percentage of Tested Scoring 55–100	98%	99%	92%	92%	91%	67%
Percentage of Tested Scoring 65–100	94%	88%	81%	73%	45%	37%
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	440	18	41	38
Number Scoring 55–100	333	436	432	17	39	33
Number Scoring 65–100	323	405	417	11	28	25
Number Scoring 85–100	152	132	260	0	3	7
Percentage of Tested Scoring 55–100	100%	98%	98%	94%	95%	87%
Percentage of Tested Scoring 65–100	97%	91%	95%	61%	68%	66%
Percentage of Tested Scoring 85–100	46%	30%	59%	0%	7%	18%

(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	465	504	504	14	16	34
Number Scoring 55–100	461	501	500	14	15	32
Number Scoring 65–100	458	499	482	14	14	24
Number Scoring 85–100	203	237	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%	71%
Percentage of Tested Scoring 85–100	44%	47%	48%	7%	12%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	451	505	567	36	55	69
Number Scoring 55–100	417	473	514	26	43	51
Number Scoring 65–100	359	411	449	14	23	36
Number Scoring 85–100	138	156	159	2	2	5
Percentage of Tested Scoring 55–100	92%	94%	91%	72%	78%	74%
Percentage of Tested Scoring 65–100	80%	81%	79%	39%	42%	52%
Percentage of Tested Scoring 85–100	31%	31%	28%	6%	4%	7%
<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	407	1%	3%	73%	23%
	Students with Disabilities	71	7%	20%	72%	1%
	All Students	478	2%	6%	73%	20%

### 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	414	0%	12%	62%	26%
	Students with Disabilities	57	2%	61%	33%	4%
	All Students	471	0%	18%	59%	23%

(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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	384	384	384	46	46	46	430	430	430
Number Scoring 55–64	3	12	7	8	9	10	11	21	17
Number Scoring 65–84	212	234	196	25	20	19	237	254	215
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)