

# New York State District Report Card Comprehensive Information Report

BEDS Code: 66-24-01-06-0000

Name: Lakeland Central School District

Superintendent: Barnett Sturm

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	426	463	441
First	460	466	504
Second	458	459	461
Third	484	462	467
Fourth	473	481	471
Fifth	509	469	483
Sixth	472	515	480
Ungraded Elementary	0	0	8
Seventh	475	465	539
Eighth	443	493	492
Ninth	478	457	506
Tenth	542	448	446
Eleventh	523	524	413
Twelfth	494	498	507
Ungraded Secondary	0	0	21
Total K-12 Enrollment	6237	6200	6239

## 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	154	2.5%	172	2.8%	196	3.1%
Black (Not Hispanic)	345	5.5%	319	5.1%	343	5.5%
Hispanic	508	8.1%	560	9.0%	607	9.7%
White (Not Hispanic)	5230	83.9%	5149	83.0%	5093	81.6%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	20	18
Common Branch	22	21	22
English Grade 8	25	22	23
Mathematics Grade 8	24	23	23
Science Grade 8	26	24	23
Social Studies Grade 8	27	23	23
English Grade 10	24	23	22
Mathematics Grade 10	21	20	20
Science Grade 10	21	21	20
Social Studies Grade 10	20	22	21

(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	64	1.0%	81	1.3%	63	1.0%
Eligible for Free Lunch	230	4.0%	190	3.3%	198	3.4%

### 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		96.1%		95.9%		96.1%
Student Suspensions	255	4.0%	358	5.7%	244	3.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.9%	2.1%	2.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	450
Total Other Professional Staff	65
Total Paraprofessionals	103
Teaching Out of Certification*	39
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	387	270	70%	406	299	74%	419	317	76%
Students with Disabilities	74	6	8%	66	20	30%	61	4	7%
All Students	461	276	60%	472	319	68%	480	321	67%

\*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	311	126	11	5	24	3
Percent	65%	26%	2%	1%	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)
61	4	4	65

\*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			54		9	
	Entered GED Program*			0		14	
	Total Noncompleters			54		23	
Students with Disabilities	Dropped Out			13		9	
	Entered GED Program*			0		9	
	Total Noncompleters			13		18	
All Students	Dropped Out	36	1.8%	67	3.5%	18	1.0%
	Entered GED Program*	7	0.3%	0	0.0%	23	1.2%
	Total Noncompleters	43	2.1%	67	3.5%	41	2.2%

\*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		129	3
	Number of Students with Disabilities		19	139
	Number of All Students		148	142
	Percent of Enrollment		8%	8%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	29	100%	40	97%	21	95%
German	0	0%	0	0%	0	0%
Italian	54	91%	53	98%	64	94%
Latin	0	0%	0	0%	0	0%
Spanish	275	98%	265	97%	294	96%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	2	#	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	12	83%	9	89%

(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	1	#	5	40%	0	0%
Science	7	100%	6	83%	0	0%
Reading	0	0%	2	#	1	#
Writing	0	0%	0	0%	2	#
Global Studies	1	#	4	#	0	0%
U.S. Hist & Gov't	3	#	4	#	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	42	83%	27	89%	31	94%
Science	46	54%	8	75%	23	78%
Reading	13	85%	6	0%	28	93%
Writing	17	88%	2	#	31	81%
Global Studies	26	69%	17	65%	36	69%
U.S. Hist & Gov't	35	63%	15	60%	24	88%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	636	361	415	76	45	75
Number Scoring 55–100	626	344	390	68	37	55
Number Scoring 65–100	597	317	371	50	27	47
Number Scoring 85–100	253	134	188	5	3	4
Percentage of Tested Scoring 55–100	98%	95%	94%	89%	82%	73%
Percentage of Tested Scoring 65–100	94%	88%	89%	66%	60%	63%
Percentage of Tested Scoring 85–100	40%	37%	45%	7%	7%	5%
<b>Mathematics A</b>						
Number Tested	0	3	505	0	0	79
Number Scoring 55–100	0	#	453	0	0	53
Number Scoring 65–100	0	#	388	0	0	41
Number Scoring 85–100	0	#	113	0	0	3
Percentage of Tested Scoring 55–100	0%	#	90%	0%	0%	67%
Percentage of Tested Scoring 65–100	0%	#	77%	0%	0%	52%
Percentage of Tested Scoring 85–100	0%	#	22%	0%	0%	4%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	501	414	417	69	74	65
Number Scoring 55–100	483	399	395	59	64	54
Number Scoring 65–100	462	369	365	47	49	43
Number Scoring 85–100	203	124	165	9	8	3
Percentage of Tested Scoring 55–100	96%	96%	95%	86%	86%	83%
Percentage of Tested Scoring 65–100	92%	89%	88%	68%	66%	66%
Percentage of Tested Scoring 85–100	41%	30%	40%	13%	11%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	486	512	424	78	56	72
Number Scoring 55–100	452	474	413	56	43	63
Number Scoring 65–100	401	425	389	33	27	55
Number Scoring 85–100	186	145	194	5	2	16
Percentage of Tested Scoring 55–100	93%	93%	97%	72%	77%	88%
Percentage of Tested Scoring 65–100	83%	83%	92%	42%	48%	76%
Percentage of Tested Scoring 85–100	38%	28%	46%	6%	4%	22%

(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	454	410	447	42	56	57
Number Scoring 55–100	447	404	447	39	54	57
Number Scoring 65–100	427	402	439	31	54	52
Number Scoring 85–100	60	124	183	0	6	4
Percentage of Tested Scoring 55–100	98%	99%	100%	93%	96%	100%
Percentage of Tested Scoring 65–100	94%	98%	98%	74%	96%	91%
Percentage of Tested Scoring 85–100	13%	30%	41%	0%	11%	7%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	412	432	453	41	61	44
Number Scoring 55–100	391	409	418	33	53	32
Number Scoring 65–100	363	393	396	29	46	25
Number Scoring 85–100	150	182	162	4	6	3
Percentage of Tested Scoring 55–100	95%	95%	92%	80%	87%	73%
Percentage of Tested Scoring 65–100	88%	91%	87%	71%	75%	57%
Percentage of Tested Scoring 85–100	36%	42%	36%	10%	10%	7%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		295	274		2	15
Number Scoring 55–100		280	253		#	14
Number Scoring 65–100		226	203		#	13
Number Scoring 85–100		27	29		#	0
Percentage of Tested Scoring 55–100		95%	92%		#	93%
Percentage of Tested Scoring 65–100		77%	74%		#	87%
Percentage of Tested Scoring 85–100		9%	11%		#	0%
<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	41	28	22	0	1	1
Number Scoring 55–100	41	28	22	0	#	#
Number Scoring 65–100	40	28	22	0	#	#
Number Scoring 85–100	19	9	11	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	98%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	46%	32%	50%	0%	#	#
<b>Comprehensive Italian</b>						
Number Tested	39	52	41	0	2	0
Number Scoring 55–100	39	52	41	0	#	0
Number Scoring 65–100	39	52	41	0	#	0
Number Scoring 85–100	31	18	30	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	79%	35%	73%	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	318	230	238	6	9	8
Number Scoring 55–100	317	226	238	6	9	8
Number Scoring 65–100	313	223	237	5	8	8
Number Scoring 85–100	194	129	168	1	2	2
Percentage of Tested Scoring 55–100	100%	98%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	97%	100%	83%	89%	100%
Percentage of Tested Scoring 85–100	61%	56%	71%	17%	22%	25%
<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	446	354	30	25	32	5
Number Scoring 55–100	348	265	20	10	18	3
Number Scoring 65–100	313	234	11	6	14	1
Number Scoring 85–100	147	82	0	2	2	0
Percentage of Tested Scoring 55–100	78%	75%	67%	40%	56%	60%
Percentage of Tested Scoring 65–100	70%	66%	37%	24%	44%	20%
Percentage of Tested Scoring 85–100	33%	23%	0%	8%	6%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	284	300	351	10	3	35
Number Scoring 55–100	259	290	291	9	#	21
Number Scoring 65–100	246	281	252	7	#	16
Number Scoring 85–100	119	137	82	2	#	1
Percentage of Tested Scoring 55–100	91%	97%	83%	90%	#	60%
Percentage of Tested Scoring 65–100	87%	94%	72%	70%	#	46%
Percentage of Tested Scoring 85–100	42%	46%	23%	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	32	100%	0	0%	48	98%
Students with Disabilities	29	100%	0	0%	27	96%

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	408	1%	6%	70%	23%
	Students with Disabilities	66	9%	23%	59%	9%
	All Students	474	2%	9%	68%	21%

### 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	379	1%	31%	54%	14%
	Students with Disabilities	89	10%	75%	15%	0%
	All Students	468	3%	40%	47%	11%

(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	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	428	428	428	67	67	67	495	495	495
Number Scoring 55–64	1	24	2	11	16	8	12	40	10
Number Scoring 65–84	230	254	277	34	24	39	264	278	316
Number Scoring 85–100	192	143	145	7	5	1	199	148	146
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)