

# New York State District Report Card Comprehensive Information Report

BEDS Code: 14-18-00-01-0000  
 Name: Lackawanna City School District  
 Superintendent: Paul G. Hashem

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	110	90	89
Kindergarten	152	124	120
First	165	112	131
Second	153	145	112
Third	158	137	139
Fourth	146	143	122
Fifth	158	137	146
Sixth	144	153	135
Ungraded Elementary	103	100	77
Seventh	157	151	152
Eighth	157	136	146
Ninth	228	235	218
Tenth	151	166	195
Eleventh	127	116	89
Twelfth	128	119	131
Ungraded Secondary	48	31	39
Total K-12 Enrollment	2175	2005	1952

## 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	6	0.3%	11	0.5%	14	0.7%
Black (Not Hispanic)	486	22.3%	451	22.5%	453	23.2%
Hispanic	155	7.1%	143	7.1%	122	6.3%
White (Not Hispanic)	1528	70.3%	1400	69.8%	1363	69.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	19	19
Common Branch	19	22	20
English Grade 8	21	18	24
Mathematics Grade 8	21	20	21
Science Grade 8	21	20	21
Social Studies Grade 8	21	20	21
English Grade 10	23	29	22
Mathematics Grade 10	12	20	21
Science Grade 10	19	26	17
Social Studies Grade 10	19	22	20

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
3	This is an urban or suburban school district with high 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>	121	5.3%	85	4.1%	55	2.7%
<b>Eligible for Free Lunch</b>	1094	50.3%	1182	59.0%	1129	57.8%

**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>		92.7%		92.6%		92.1%
<b>Student Suspensions</b>	61	2.8%	190	8.7%	137	6.8%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	16.4%	16.2%	15.4%
<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	181
Total Other Professional Staff	31
Total Paraprofessionals	32
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	109	28	26%	115	40	35%	102	60	59%
Students with Disabilities	0	0	0%	5	1	20%	13	0	0%
All Students	109	28	26%	120	41	34%	115	60	52%

\*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	36	46	4	4	7	18
Percent	31%	40%	3%	3%	6%	16%

## 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)
13	0	12	25

\*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.
<b>General-Education Students</b>	Dropped Out	56		22		4	0.7%
	Entered GED Program*	14		12		45	8.3%
	Total Noncompleters	70		34		49	9.1%
<b>Students with Disabilities</b>	Dropped Out	9		5		2	1.2%
	Entered GED Program*	1		3		13	7.7%
	Total Noncompleters	10		8		15	8.9%
<b>All Students</b>	Dropped Out	65	10.3%	27	4.2%	6	0.8%
	Entered GED Program*	15	2.4%	15	2.4%	58	8.2%
	Total Noncompleters	80	12.6%	42	6.6%	64	9.0%

\*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	44%	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	251	0	0
	Number of Students with Disabilities	53	0	0
	Number of All Students	304	0	0
	Percent of Enrollment	91%	0%	0%
6-8	Number of General-Education Students	0	0	129
	Number of Students with Disabilities	0	0	23
	Number of All Students	0	0	152
	Percent of Enrollment	0%	0%	33%
9-12	Number of General-Education Students	0	65	57
	Number of Students with Disabilities	0	0	3
	Number of All Students	0	65	60
	Percent of Enrollment	0%	10%	9%

## Career and Technical Education (CTE) Programs

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

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	0	0%	47	98%	40	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	90	94%	77	81%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	7	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	15	53%	15	60%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	39%	4	#	2	#
Science	23	13%	2	#	3	#
Reading	5	100%	1	#	1	#
Writing	5	100%	2	#	2	#
Global Studies	4	#	0	0%	3	#
U.S. Hist & Gov't	1	#	3	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	69	58%	51	63%
Science	0	0%	63	48%	57	54%
Reading	0	0%	13	85%	18	39%
Writing	0	0%	12	100%	15	60%
Global Studies	0	0%	15	27%	43	19%
U.S. Hist & Gov't	0	0%	8	50%	12	33%

(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	141	128	154	0	13	15
Number Scoring 55-100	127	112	133	0	8	5
Number Scoring 65-100	87	94	119	0	1	5
Number Scoring 85-100	12	25	30	0	0	1
Percentage of Tested Scoring 55-100	90%	88%	86%	0%	62%	33%
Percentage of Tested Scoring 65-100	62%	73%	77%	0%	8%	33%
Percentage of Tested Scoring 85-100	9%	20%	19%	0%	0%	7%
<b>Mathematics A</b>						
Number Tested	8	134	161	0	13	18
Number Scoring 55-100	5	85	139	0	2	7
Number Scoring 65-100	2	62	118	0	1	2
Number Scoring 85-100	0	8	12	0	0	0
Percentage of Tested Scoring 55-100	62%	63%	86%	0%	15%	39%
Percentage of Tested Scoring 65-100	25%	46%	73%	0%	8%	11%
Percentage of Tested Scoring 85-100	0%	6%	7%	0%	0%	0%
<b>Mathematics B</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	149	172	205	1	19	47
Number Scoring 55-100	123	135	145	#	8	14
Number Scoring 65-100	86	111	119	#	4	10
Number Scoring 85-100	7	11	23	#	2	1
Percentage of Tested Scoring 55-100	83%	78%	71%	#	42%	30%
Percentage of Tested Scoring 65-100	58%	65%	58%	#	21%	21%
Percentage of Tested Scoring 85-100	5%	6%	11%	#	11%	2%
<b>U.S. History and Government</b>						
Number Tested	149	149	130	0	13	12
Number Scoring 55-100	126	141	113	0	9	9
Number Scoring 65-100	97	117	95	0	6	8
Number Scoring 85-100	13	23	29	0	0	3
Percentage of Tested Scoring 55-100	85%	95%	87%	0%	69%	75%
Percentage of Tested Scoring 65-100	65%	79%	73%	0%	46%	67%
Percentage of Tested Scoring 85-100	9%	15%	22%	0%	0%	25%

(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	96	182	133	0	33	10
Number Scoring 55-100	93	165	118	0	23	7
Number Scoring 65-100	87	141	105	0	16	6
Number Scoring 85-100	11	20	7	0	2	1
Percentage of Tested Scoring 55-100	97%	91%	89%	0%	70%	70%
Percentage of Tested Scoring 65-100	91%	77%	79%	0%	48%	60%
Percentage of Tested Scoring 85-100	11%	11%	5%	0%	6%	10%
<b>Physical Setting/Earth Science</b>						
Number Tested	161	171	175	0	24	28
Number Scoring 55-100	125	122	129	0	6	15
Number Scoring 65-100	87	92	93	0	3	8
Number Scoring 85-100	12	23	21	0	0	0
Percentage of Tested Scoring 55-100	78%	71%	74%	0%	25%	54%
Percentage of Tested Scoring 65-100	54%	54%	53%	0%	12%	29%
Percentage of Tested Scoring 85-100	7%	13%	12%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	54	76	51	0	0	0
Number Scoring 55-100	50	67	43	0	0	0
Number Scoring 65-100	34	42	31	0	0	0
Number Scoring 85-100	7	6	7	0	0	0
Percentage of Tested Scoring 55-100	93%	88%	84%	0%	0%	0%
Percentage of Tested Scoring 65-100	63%	55%	61%	0%	0%	0%
Percentage of Tested Scoring 85-100	13%	8%	14%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			6			0
Number Scoring 55-100			4			0
Number Scoring 65-100			4			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			67%			0%
Percentage of Tested Scoring 65-100			67%			0%
Percentage of Tested Scoring 85-100			17%			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	23	25	17	0	2	2
Number Scoring 55-100	20	23	17	0	#	#
Number Scoring 65-100	10	21	16	0	#	#
Number Scoring 85-100	5	5	9	0	#	#
Percentage of Tested Scoring 55-100	87%	92%	100%	0%	#	#
Percentage of Tested Scoring 65-100	43%	84%	94%	0%	#	#
Percentage of Tested Scoring 85-100	22%	20%	53%	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	40	41	37	0	1	1
Number Scoring 55-100	33	41	35	0	#	#
Number Scoring 65-100	31	41	34	0	#	#
Number Scoring 85-100	14	20	11	0	#	#
Percentage of Tested Scoring 55-100	82%	100%	95%	0%	#	#
Percentage of Tested Scoring 65-100	78%	100%	92%	0%	#	#
Percentage of Tested Scoring 85-100	35%	49%	30%	0%	#	#
<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	65	28	0	0	0	0
Number Scoring 55-100	46	18	0	0	0	0
Number Scoring 65-100	38	15	0	0	0	0
Number Scoring 85-100	7	1	0	0	0	0
Percentage of Tested Scoring 55-100	71%	64%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	58%	54%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	11%	4%	0%	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	61	43%	102	84%	128	40%
Students with Disabilities	0	0%	33	30%	32	19%

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	137	18%	18%	58%	7%
	Students with Disabilities	19	37%	26%	37%	0%
	All Students	156	20%	19%	55%	6%

## 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	135	6%	76%	18%	0%
	Students with Disabilities	28	43%	50%	7%	0%
	All Students	163	12%	72%	16%	0%

(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	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	6	1	0	0	1	5
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	1	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	103	103	103	24	24	24	127	127	127
Number Scoring 55–64	5	5	9	5	3	1	10	8	10
Number Scoring 65–84	85	70	73	3	6	10	88	76	83
Number Scoring 85–100	7	18	17	0	1	0	7	19	17
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			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 K-1)</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 2-4)</b>						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			1			0
Proficient (37-39)			4			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			5			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			4			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			2			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 – 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			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			4			0
Proficient (37-39)			1			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			7			0
Beginning (0-14)			2			0
Intermediate (15-24)			1			0
Advanced (25-32)			4			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			26			0
Beginning (0-18)			2			0
Intermediate (19-31)			6			0
Advanced (32-36)			11			0
Proficient (37-39)			7			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			26			0
Beginning (0-14)			6			0
Intermediate (15-24)			9			0
Advanced (25-32)			11			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 - L)