

New York State District Report Card Comprehensive Information Report

BEDS Code: 49-06-01-06-0000
 Name: Lansingburgh Central School District
 Superintendent: Lee Bordick

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	167	139	159
First	199	181	168
Second	182	196	181
Third	174	186	189
Fourth	182	171	192
Fifth	180	181	159
Sixth	189	200	193
Ungraded Elementary	52	51	46
Seventh	219	198	183
Eighth	199	230	192
Ninth	216	209	257
Tenth	145	170	171
Eleventh	129	133	145
Twelfth	129	124	138
Ungraded Secondary	72	89	55
Total K-12 Enrollment	2434	2458	2428

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	12	0.5%	19	0.8%	23	0.9%
Black (Not Hispanic)	320	13.1%	356	14.5%	388	16.0%
Hispanic	73	3.0%	74	3.0%	92	3.8%
White (Not Hispanic)	2029	83.4%	2009	81.7%	1925	79.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	18	18
Common Branch	21	22	23
English Grade 8	23	24	23
Mathematics Grade 8	24	25	25
Science Grade 8	28	25	24
Social Studies Grade 8	27	26	25
English Grade 10	26	28	23
Mathematics Grade 10	23	20	26
Science Grade 10	19	24	20
Social Studies Grade 10	24	30	23

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	27	1.1%	17	0.7%	21	0.9%
Eligible for Free Lunch	767	33.8%	799	34.5%	766	33.8%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.7%		93.8%		93.6%
Student Suspensions	285	11.8%	324	13.3%	227	9.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	11.7%	11.2%	9.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	183
Total Other Professional Staff	23
Total Paraprofessionals	49
Teaching Out of Certification*	1

*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	94	58	62%	122	45	37%	97	56	58%
Students with Disabilities	10	0	0%	6	0	0%	12	1	8%
All Students	104	58	56%	128	45	35%	109	57	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	38	66	0	2	3	0
Percent	35%	61%	0%	2%	3%	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)
12	1	8	20

*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	17		8		11	1.5%
	Entered GED Program*	25		16		21	2.8%
	Total Noncompleters	42		24		32	4.3%
Students with Disabilities	Dropped Out	3		6		5	3.0%
	Entered GED Program*	1		2		1	0.6%
	Total Noncompleters	4		8		6	3.6%
All Students	Dropped Out	20	3.0%	14	2.0%	16	1.8%
	Entered GED Program*	26	3.9%	18	2.5%	22	2.4%
	Total Noncompleters	46	6.9%	32	4.5%	38	4.2%

*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	96%	96%	99%
2-3	98%	96%	97%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	300	290	295
	Number of Students with Disabilities	62	62	70
	Number of All Students	362	352	365
	Percent of Enrollment	96%	96%	100%
6-8	Number of General-Education Students	527	502	488
	Number of Students with Disabilities	125	126	110
	Number of All Students	652	628	598
	Percent of Enrollment	100%	93%	100%
9-12	Number of General-Education Students	289	523	639
	Number of Students with Disabilities	72	113	106
	Number of All Students	361	636	745
	Percent of Enrollment	55%	92%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	32		
Completed and Passed Regents Exams	31	97%	77%
Completed and had Course Average of 75% or More	31	97%	81%
Completed and Attained a HS Diploma or Equivalent	31	97%	96%
Completed and Whose Status is Known	26		
Completed and Were Successfully Placed	26	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			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	28	61%	48	60%	45	71%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	64	72%	24	92%	84	61%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	0	0%	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	5	100%	6	83%
Science	2	#	3	#	6	100%
Reading	1	#	1	#	6	83%
Writing	1	#	2	#	5	100%
Global Studies	1	#	2	#	2	#
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	24	92%	36	81%	34	85%
Science	32	91%	36	58%	33	61%
Reading	57	91%	26	69%	32	41%
Writing	18	72%	43	72%	20	100%
Global Studies	8	100%	11	82%	5	100%
U.S. Hist & Gov't	2	#	2	#	5	80%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	131	144	155	6	12	13
Number Scoring 55-100	123	113	142	5	7	6
Number Scoring 65-100	108	104	117	4	5	3
Number Scoring 85-100	29	25	37	0	0	0
Percentage of Tested Scoring 55-100	94%	78%	92%	83%	58%	46%
Percentage of Tested Scoring 65-100	82%	72%	75%	67%	42%	23%
Percentage of Tested Scoring 85-100	22%	17%	24%	0%	0%	0%
Mathematics A						
Number Tested	101	178	200	1	17	11
Number Scoring 55-100	85	124	187	#	7	10
Number Scoring 65-100	68	99	163	#	3	7
Number Scoring 85-100	25	26	31	#	0	0
Percentage of Tested Scoring 55-100	84%	70%	94%	#	41%	91%
Percentage of Tested Scoring 65-100	67%	56%	81%	#	18%	64%
Percentage of Tested Scoring 85-100	25%	15%	15%	#	0%	0%
Mathematics B						
Number Tested	1	0	55	0	0	0
Number Scoring 55-100	#	0	45	0	0	0
Number Scoring 65-100	#	0	33	0	0	0
Number Scoring 85-100	#	0	10	0	0	0
Percentage of Tested Scoring 55-100	#	0%	82%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	60%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	18%	0%	0%	0%
Global History and Geography						
Number Tested	150	179	193	12	20	13
Number Scoring 55-100	133	123	168	9	6	9
Number Scoring 65-100	104	87	139	5	3	6
Number Scoring 85-100	12	24	28	0	0	0
Percentage of Tested Scoring 55-100	89%	69%	87%	75%	30%	69%
Percentage of Tested Scoring 65-100	69%	49%	72%	42%	15%	46%
Percentage of Tested Scoring 85-100	8%	13%	15%	0%	0%	0%
U.S. History and Government						
Number Tested	147	151	131	9	13	9
Number Scoring 55-100	133	136	123	6	10	6
Number Scoring 65-100	103	126	109	5	10	5
Number Scoring 85-100	14	38	54	1	1	1
Percentage of Tested Scoring 55-100	90%	90%	94%	67%	77%	67%
Percentage of Tested Scoring 65-100	70%	83%	83%	56%	77%	56%
Percentage of Tested Scoring 85-100	10%	25%	41%	11%	8%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	183	179	186	10	16	17
Number Scoring 55-100	179	154	172	9	10	15
Number Scoring 65-100	168	122	147	6	5	10
Number Scoring 85-100	37	14	24	0	0	1
Percentage of Tested Scoring 55-100	98%	86%	92%	90%	62%	88%
Percentage of Tested Scoring 65-100	92%	68%	79%	60%	31%	59%
Percentage of Tested Scoring 85-100	20%	8%	13%	0%	0%	6%
Physical Setting/Earth Science						
Number Tested	15	92	113	0	1	1
Number Scoring 55-100	11	85	102	0	#	#
Number Scoring 65-100	8	72	88	0	#	#
Number Scoring 85-100	0	31	33	0	#	#
Percentage of Tested Scoring 55-100	73%	92%	90%	0%	#	#
Percentage of Tested Scoring 65-100	53%	78%	78%	0%	#	#
Percentage of Tested Scoring 85-100	0%	34%	29%	0%	#	#
Physical Setting/Chemistry						
Number Tested	102	102	58	1	1	0
Number Scoring 55-100	84	89	46	#	#	0
Number Scoring 65-100	46	57	37	#	#	0
Number Scoring 85-100	2	7	8	#	#	0
Percentage of Tested Scoring 55-100	82%	87%	79%	#	#	0%
Percentage of Tested Scoring 65-100	45%	56%	64%	#	#	0%
Percentage of Tested Scoring 85-100	2%	7%	14%	#	#	0%
Physical Setting/Physics						
Number Tested			21			0
Number Scoring 55-100			21			0
Number Scoring 65-100			20			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			95%			0%
Percentage of Tested Scoring 85-100			19%			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
Comprehensive French						
Number Tested	14	15	10	0	0	0
Number Scoring 55-100	13	15	9	0	0	0
Number Scoring 65-100	13	14	7	0	0	0
Number Scoring 85-100	3	7	4	0	0	0
Percentage of Tested Scoring 55-100	93%	100%	90%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	93%	70%	0%	0%	0%
Percentage of Tested Scoring 85-100	21%	47%	40%	0%	0%	0%
Comprehensive Italian						
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%
Comprehensive German						
Number Tested	0	1	0	0	1	0
Number Scoring 55-100	0	#	0	0	#	0
Number Scoring 65-100	0	#	0	0	#	0
Number Scoring 85-100	0	#	0	0	#	0
Percentage of Tested Scoring 55-100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	#	0%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	38	48	42	0	0	0
Number Scoring 55-100	37	46	42	0	0	0
Number Scoring 65-100	35	42	39	0	0	0
Number Scoring 85-100	17	14	21	0	0	0
Percentage of Tested Scoring 55-100	97%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	88%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	45%	29%	50%	0%	0%	0%
Comprehensive Latin						
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
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	83	74	5	0	0	0
Number Scoring 55-100	72	52	5	0	0	0
Number Scoring 65-100	67	42	5	0	0	0
Number Scoring 85-100	24	17	0	0	0	0
Percentage of Tested Scoring 55-100	87%	70%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	81%	57%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	29%	23%	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	12	100%	25	100%	35	89%
Students with Disabilities	1	#	3	#	2	#

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
Nov 2003	General-Education Students	148	6%	5%	57%	32%
	Students with Disabilities	26	8%	27%	65%	0%
	All Students	174	6%	9%	58%	27%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	171	5%	46%	42%	6%
	Students with Disabilities	29	17%	79%	3%	0%
	All Students	200	7%	51%	37%	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
Elementary Level						
Social Studies	3	4	#	#	#	#
Middle Level						
Social Studies	3	2	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	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	114	114	114	25	25	25	139	139	139
Number Scoring 55–64	11	6	7	3	0	4	14	6	11
Number Scoring 65–84	83	61	72	8	7	7	91	68	79
Number Scoring 85–100	11	37	30	0	2	0	11	39	30
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
Listening and Speaking (Grade K-1)						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			3			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			5			0
Beginning (0-14)			3			0
Intermediate (15-24)			0			0
Advanced (25-32)			1			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 2-4)						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			2			0
Reading and Writing (Grade 2-4)						
Number Tested			5			0
Beginning (0-14)			2			0
Intermediate (15-24)			3			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
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
Listening and Speaking (Grade 7-8)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			3			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)