

New York State District Report Card Comprehensive Information Report

BEDS Code: 61-08-01-04-0000
 Name: Lansing Central School District
 Superintendent: Corliss Kaiser

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	80	84	76
First	85	90	89
Second	97	91	90
Third	89	106	84
Fourth	112	96	108
Fifth	102	113	92
Sixth	116	106	111
Ungraded Elementary	0	0	0
Seventh	121	119	115
Eighth	97	122	120
Ninth	119	107	124
Tenth	93	113	98
Eleventh	119	99	108
Twelfth	114	119	98
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1344	1365	1313

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	42	3.1%	38	2.8%	38	2.9%
Black (Not Hispanic)	20	1.5%	20	1.5%	21	1.6%
Hispanic	8	0.6%	9	0.7%	8	0.6%
White (Not Hispanic)	1274	94.8%	1298	95.1%	1246	94.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	16	15
Common Branch	18	19	19
English Grade 8	19	23	24
Mathematics Grade 8	19	23	25
Science Grade 8	19	24	24
Social Studies Grade 8	19	24	0
English Grade 10	17	21	18
Mathematics Grade 10	17	19	21
Science Grade 10	18	21	20
Social Studies Grade 10	17	19	13

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	8	0.6%	5	0.4%	7	0.5%
Eligible for Free Lunch	84	6.3%	115	8.4%	118	9.0%

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		96.4%		96.3%		96.1%
Student Suspensions	29	2.1%	17	1.3%	14	1.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.8%	2.9%	3.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	122
Total Other Professional Staff	14
Total Paraprofessionals	41
Teaching Out of Certification*	3

*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	99	71	72%	103	90	87%	93	67	72%
Students with Disabilities	11	1	9%	11	3	27%	1	1	100%
All Students	110	72	65%	114	93	82%	94	68	72%

*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	53	31	0	2	5	3
Percent	56%	33%	0%	2%	5%	3%

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)
1	1	3	4

*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	1		9		3	0.8%
	Entered GED Program*	1		2		2	0.5%
	Total Noncompleters	2		11		5	1.3%
Students with Disabilities	Dropped Out	0		0		3	6.7%
	Entered GED Program*	0		0		1	2.2%
	Total Noncompleters	0		0		4	8.9%
All Students	Dropped Out	1	0.2%	9	2.1%	6	1.4%
	Entered GED Program*	1	0.2%	2	0.5%	3	0.7%
	Total Noncompleters	2	0.4%	11	2.5%	9	2.0%

*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	0%	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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	180	208	209
	Number of Students with Disabilities	30	22	29
	Number of All Students	210	230	238
	Percent of Enrollment	63%	66%	69%
9-12	Number of General-Education Students	333	386	398
	Number of Students with Disabilities	55	52	44
	Number of All Students	388	438	442
	Percent of Enrollment	87%	100%	103%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	74		
Completed and Passed Regents Exams	70	95%	77%
Completed and had Course Average of 75% or More	74	100%	81%
Completed and Attained a HS Diploma or Equivalent	74	100%	96%
Completed and Whose Status is Known	71		
Completed and Were Successfully Placed	71	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	1	14%	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	100%	46	100%	51	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	2	#
Spanish	52	94%	63	100%	48	96%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	5	60%
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%	5	100%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
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	0	0%	3	#	5	80%
Science	0	0%	1	#	1	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(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	76	104	107	4	12	13
Number Scoring 55-100	75	103	105	#	12	12
Number Scoring 65-100	66	100	102	#	10	11
Number Scoring 85-100	43	49	69	#	0	0
Percentage of Tested Scoring 55-100	99%	99%	98%	#	100%	92%
Percentage of Tested Scoring 65-100	87%	96%	95%	#	83%	85%
Percentage of Tested Scoring 85-100	57%	47%	64%	#	0%	0%
Mathematics A						
Number Tested	86	112	99	2	12	10
Number Scoring 55-100	82	107	97	#	11	9
Number Scoring 65-100	72	102	92	#	10	7
Number Scoring 85-100	44	40	60	#	5	2
Percentage of Tested Scoring 55-100	95%	96%	98%	#	92%	90%
Percentage of Tested Scoring 65-100	84%	91%	93%	#	83%	70%
Percentage of Tested Scoring 85-100	51%	36%	61%	#	42%	20%
Mathematics B						
Number Tested	0	55	60	0	1	2
Number Scoring 55-100	0	47	57	0	#	#
Number Scoring 65-100	0	39	56	0	#	#
Number Scoring 85-100	0	10	23	0	#	#
Percentage of Tested Scoring 55-100	0%	85%	95%	0%	#	#
Percentage of Tested Scoring 65-100	0%	71%	93%	0%	#	#
Percentage of Tested Scoring 85-100	0%	18%	38%	0%	#	#
Global History and Geography						
Number Tested	93	113	88	2	12	9
Number Scoring 55-100	91	112	84	#	11	5
Number Scoring 65-100	89	112	80	#	11	2
Number Scoring 85-100	47	65	56	#	3	1
Percentage of Tested Scoring 55-100	98%	99%	95%	#	92%	56%
Percentage of Tested Scoring 65-100	96%	99%	91%	#	92%	22%
Percentage of Tested Scoring 85-100	51%	58%	64%	#	25%	11%
U.S. History and Government						
Number Tested	106	100	108	3	11	13
Number Scoring 55-100	105	100	103	#	11	12
Number Scoring 65-100	105	99	100	#	11	10
Number Scoring 85-100	53	60	66	#	1	2
Percentage of Tested Scoring 55-100	99%	100%	95%	#	100%	92%
Percentage of Tested Scoring 65-100	99%	99%	93%	#	100%	77%
Percentage of Tested Scoring 85-100	50%	60%	61%	#	9%	15%

(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	113	101	87	2	13	8
Number Scoring 55-100	112	101	87	#	13	8
Number Scoring 65-100	112	99	82	#	11	4
Number Scoring 85-100	64	52	52	#	3	1
Percentage of Tested Scoring 55-100	99%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	99%	98%	94%	#	85%	50%
Percentage of Tested Scoring 85-100	57%	51%	60%	#	23%	12%
Physical Setting/Earth Science						
Number Tested	57	62	79	1	2	0
Number Scoring 55-100	57	62	79	#	#	0
Number Scoring 65-100	57	61	77	#	#	0
Number Scoring 85-100	44	40	45	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	98%	97%	#	#	0%
Percentage of Tested Scoring 85-100	77%	65%	57%	#	#	0%
Physical Setting/Chemistry						
Number Tested	86	72	73	2	2	5
Number Scoring 55-100	85	72	73	#	#	5
Number Scoring 65-100	72	54	59	#	#	3
Number Scoring 85-100	17	19	18	#	#	0
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	84%	75%	81%	#	#	60%
Percentage of Tested Scoring 85-100	20%	26%	25%	#	#	0%
Physical Setting/Physics						
Number Tested			31			0
Number Scoring 55-100			31			0
Number Scoring 65-100			29			0
Number Scoring 85-100			18			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			94%			0%
Percentage of Tested Scoring 85-100			58%			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	44	33	41	0	0	2
Number Scoring 55-100	44	33	41	0	0	#
Number Scoring 65-100	44	33	41	0	0	#
Number Scoring 85-100	37	32	38	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	84%	97%	93%	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	1	0	0	0	0	0
Number Scoring 55-100	#	0	0	0	0	0
Number Scoring 65-100	#	0	0	0	0	0
Number Scoring 85-100	#	0	0	0	0	0
Percentage of Tested Scoring 55-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	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	40	34	31	0	0	1
Number Scoring 55-100	40	34	31	0	0	#
Number Scoring 65-100	40	34	31	0	0	#
Number Scoring 85-100	38	28	22	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	95%	82%	71%	0%	0%	#
Comprehensive Latin						
Number Tested	0	1	0	0	0	0
Number Scoring 55-100	0	#	0	0	0	0
Number Scoring 65-100	0	#	0	0	0	0
Number Scoring 85-100	0	#	0	0	0	0
Percentage of Tested Scoring 55-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	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	99	14	0	2	0	0
Number Scoring 55-100	98	8	0	#	0	0
Number Scoring 65-100	95	4	0	#	0	0
Number Scoring 85-100	68	0	0	#	0	0
Percentage of Tested Scoring 55-100	99%	57%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	96%	29%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	69%	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	1	#	19	100%	23	100%
Students with Disabilities	0	0%	11	82%	7	86%

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	77	8%	4%	47%	42%
	Students with Disabilities	13	54%	8%	31%	8%
	All Students	90	14%	4%	44%	37%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	102	1%	34%	54%	11%
	Students with Disabilities	15	7%	73%	20%	0%
	All Students	117	2%	39%	50%	9%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
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	90	90	90	3	3	3	93	93	93
Number Scoring 55–64	#	#	#	#	#	#	3	0	1
Number Scoring 65–84	#	#	#	#	#	#	41	31	32
Number Scoring 85–100	#	#	#	#	#	#	46	58	59
Approved Alternatives	#	#	#	#	#	#	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			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			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
Listening and Speaking (Grade 7-8)						
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 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			2			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			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 - L)