

# 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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	463	441	399
First	466	504	464
Second	459	461	491
Third	462	467	450
Fourth	481	471	482
Fifth	469	483	474
Sixth	515	480	516
Ungraded Elementary	0	8	0
Seventh	465	539	488
Eighth	493	492	531
Ninth	457	506	515
Tenth	448	446	496
Eleventh	524	413	425
Twelfth	498	507	389
Ungraded Secondary	0	21	19
Total K-12 Enrollment	6200	6239	6139

## 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	172	2.8%	196	3.1%	228	3.7%
Black (Not Hispanic)	319	5.1%	343	5.5%	373	6.1%
Hispanic	560	9.0%	607	9.7%	600	9.8%
White (Not Hispanic)	5149	83.0%	5093	81.6%	4938	80.4%

## Average Class Size

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

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average 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>	81	1.3%	63	1.0%	91	1.5%
<b>Eligible for Free Lunch</b>	190	3.3%	198	3.4%	212	3.7%

**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>		95.9%		96.1%		96.3%
<b>Student Suspensions</b>	358	5.7%	244	3.9%	218	3.5%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	2.1%	2.6%	2.6%
<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	463
Total Other Professional Staff	58
Total Paraprofessionals	109
Teaching Out of Certification*	14

\*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	406	299	74%	419	317	76%	315	257	82%
Students with Disabilities	66	20	30%	61	4	7%	66	26	39%
All Students	472	319	68%	480	321	67%	381	283	74%

\*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	243	110	0	6	15	7
Percent	64%	29%	0%	2%	4%	2%

## 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)
66	26	4	70

\*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	54		9		16	1.1%
	Entered GED Program*	0		14		13	0.9%
	Total Noncompleters	54		23		29	1.9%
Students with Disabilities	Dropped Out	13		9		3	0.9%
	Entered GED Program*	0		9		5	1.5%
	Total Noncompleters	13		18		8	2.3%
All Students	Dropped Out	67	3.5%	18	1.0%	19	1.0%
	Entered GED Program*	0	0.0%	23	1.2%	18	1.0%
	Total Noncompleters	67	3.5%	41	2.2%	37	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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	129	3	17
	Number of Students with Disabilities	19	139	151
	Number of All Students	148	142	168
	Percent of Enrollment	8%	8%	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	40	98%	21	95%	35	97%
German	0	0%	0	0%	0	0%
Italian	53	98%	64	94%	77	92%
Latin	0	0%	0	0%	0	0%
Spanish	265	97%	294	96%	315	91%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	2	#	1	#	1	#
Latin	0	0%	0	0%	0	0%
Spanish	12	83%	9	89%	9	89%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	40%	0	0%	2	#
Science	6	83%	0	0%	1	#
Reading	2	#	1	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	4	#	0	0%	1	#
U.S. Hist & Gov't	4	#	2	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	27	89%	31	94%	7	100%
Science	8	75%	23	78%	10	90%
Reading	6	0%	28	93%	20	100%
Writing	2	#	31	81%	20	95%
Global Studies	17	65%	36	69%	21	76%
U.S. Hist & Gov't	15	60%	24	88%	19	79%

(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	361	415	424	45	75	70
Number Scoring 55-100	344	390	408	37	55	59
Number Scoring 65-100	317	371	399	27	47	54
Number Scoring 85-100	134	188	249	3	4	14
Percentage of Tested Scoring 55-100	95%	94%	96%	82%	73%	84%
Percentage of Tested Scoring 65-100	88%	89%	94%	60%	63%	77%
Percentage of Tested Scoring 85-100	37%	45%	59%	7%	5%	20%
<b>Mathematics A</b>						
Number Tested	3	505	536	0	79	77
Number Scoring 55-100	#	453	520	0	53	67
Number Scoring 65-100	#	388	498	0	41	58
Number Scoring 85-100	#	113	193	0	3	8
Percentage of Tested Scoring 55-100	#	90%	97%	0%	67%	87%
Percentage of Tested Scoring 65-100	#	77%	93%	0%	52%	75%
Percentage of Tested Scoring 85-100	#	22%	36%	0%	4%	10%
<b>Mathematics B</b>						
Number Tested	0	0	261	0	0	6
Number Scoring 55-100	0	0	241	0	0	6
Number Scoring 65-100	0	0	216	0	0	6
Number Scoring 85-100	0	0	94	0	0	2
Percentage of Tested Scoring 55-100	0%	0%	92%	0%	0%	100%
Percentage of Tested Scoring 65-100	0%	0%	83%	0%	0%	100%
Percentage of Tested Scoring 85-100	0%	0%	36%	0%	0%	33%
<b>Global History and Geography</b>						
Number Tested	414	417	471	74	65	72
Number Scoring 55-100	399	395	450	64	54	59
Number Scoring 65-100	369	365	423	49	43	50
Number Scoring 85-100	124	165	222	8	3	11
Percentage of Tested Scoring 55-100	96%	95%	96%	86%	83%	82%
Percentage of Tested Scoring 65-100	89%	88%	90%	66%	66%	69%
Percentage of Tested Scoring 85-100	30%	40%	47%	11%	5%	15%
<b>U.S. History and Government</b>						
Number Tested	512	424	430	56	72	70
Number Scoring 55-100	474	413	405	43	63	57
Number Scoring 65-100	425	389	384	27	55	46
Number Scoring 85-100	145	194	229	2	16	10
Percentage of Tested Scoring 55-100	93%	97%	94%	77%	88%	81%
Percentage of Tested Scoring 65-100	83%	92%	89%	48%	76%	66%
Percentage of Tested Scoring 85-100	28%	46%	53%	4%	22%	14%

(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	410	447	455	56	57	58
Number Scoring 55-100	404	447	448	54	57	55
Number Scoring 65-100	402	439	437	54	52	51
Number Scoring 85-100	124	183	177	6	4	6
Percentage of Tested Scoring 55-100	99%	100%	98%	96%	100%	95%
Percentage of Tested Scoring 65-100	98%	98%	96%	96%	91%	88%
Percentage of Tested Scoring 85-100	30%	41%	39%	11%	7%	10%
<b>Physical Setting/Earth Science</b>						
Number Tested	432	453	451	61	44	39
Number Scoring 55-100	409	418	424	53	32	35
Number Scoring 65-100	393	396	395	46	25	25
Number Scoring 85-100	182	162	170	6	3	3
Percentage of Tested Scoring 55-100	95%	92%	94%	87%	73%	90%
Percentage of Tested Scoring 65-100	91%	87%	88%	75%	57%	64%
Percentage of Tested Scoring 85-100	42%	36%	38%	10%	7%	8%
<b>Physical Setting/Chemistry</b>						
Number Tested	295	274	330	2	15	14
Number Scoring 55-100	280	253	315	#	14	11
Number Scoring 65-100	226	203	278	#	13	8
Number Scoring 85-100	27	29	55	#	0	1
Percentage of Tested Scoring 55-100	95%	92%	95%	#	93%	79%
Percentage of Tested Scoring 65-100	77%	74%	84%	#	87%	57%
Percentage of Tested Scoring 85-100	9%	11%	17%	#	0%	7%
<b>Physical Setting/Physics</b>						
Number Tested			128			5
Number Scoring 55-100			114			5
Number Scoring 65-100			94			4
Number Scoring 85-100			21			1
Percentage of Tested Scoring 55-100			89%			100%
Percentage of Tested Scoring 65-100			73%			80%
Percentage of Tested Scoring 85-100			16%			20%

\* 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	28	22	34	1	1	0
Number Scoring 55-100	28	22	34	#	#	0
Number Scoring 65-100	28	22	34	#	#	0
Number Scoring 85-100	9	11	23	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	32%	50%	68%	#	#	0%
<b>Comprehensive Italian</b>						
Number Tested	52	41	52	2	0	3
Number Scoring 55-100	52	41	52	#	0	#
Number Scoring 65-100	52	41	52	#	0	#
Number Scoring 85-100	18	30	32	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	35%	73%	62%	#	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	230	238	250	9	8	7
Number Scoring 55-100	226	238	249	9	8	7
Number Scoring 65-100	223	237	247	8	8	7
Number Scoring 85-100	129	168	181	2	2	4
Percentage of Tested Scoring 55-100	98%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	97%	100%	99%	89%	100%	100%
Percentage of Tested Scoring 85-100	56%	71%	72%	22%	25%	57%
<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	300	351	9	3	35	1
Number Scoring 55-100	290	291	6	#	21	#
Number Scoring 65-100	281	252	5	#	16	#
Number Scoring 85-100	137	82	0	#	1	#
Percentage of Tested Scoring 55-100	97%	83%	67%	#	60%	#
Percentage of Tested Scoring 65-100	94%	72%	56%	#	46%	#
Percentage of Tested Scoring 85-100	46%	23%	0%	#	3%	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	48	98%	4	#
Students with Disabilities	0	0%	27	96%	6	100%

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	402	1%	1%	51%	47%
	Students with Disabilities	64	8%	6%	72%	14%
	All Students	466	2%	2%	54%	42%

## 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	435	1%	26%	62%	11%
	Students with Disabilities	82	16%	68%	16%	0%
	All Students	517	3%	32%	55%	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
<b>Elementary Level</b>						
Social Studies	3	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	8	0	0	0	2	6
<b>Secondary Level</b>						
English Language Arts	6	0	0	1	1	4
Social Studies	6	0	0	0	2	4
Mathematics	6	0	0	1	0	5
Science	5	1	0	1	0	4

## 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	318	318	318	79	79	79	397	397	397
Number Scoring 55–64	11	6	1	10	10	7	21	16	8
Number Scoring 65–84	194	130	175	47	38	46	241	168	221
Number Scoring 85–100	109	173	138	7	15	9	116	188	147
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			18			1
Beginning (0-18)			1			#
Intermediate (19-31)			6			#
Advanced (32-36)			6			#
Proficient (37-39)			5			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			18			1
Beginning (0-14)			6			#
Intermediate (15-24)			5			#
Advanced (25-32)			6			#
Proficient (33-35)			1			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			20			2
Beginning (0-18)			1			#
Intermediate (19-31)			3			#
Advanced (32-36)			3			#
Proficient (37-39)			13			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			20			2
Beginning (0-14)			3			#
Intermediate (15-24)			9			#
Advanced (25-32)			5			#
Proficient (33-35)			3			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			7			1
Beginning (0-18)			2			#
Intermediate (19-31)			0			#
Advanced (32-36)			3			#
Proficient (37-39)			2			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			7			1
Beginning (0-14)			2			#
Intermediate (15-24)			3			#
Advanced (25-32)			2			#
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			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			4			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			1			0
Advanced (25-32)			4			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			15			1
Beginning (0-18)			2			#
Intermediate (19-31)			5			#
Advanced (32-36)			3			#
Proficient (37-39)			5			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			15			1
Beginning (0-14)			5			#
Intermediate (15-24)			4			#
Advanced (25-32)			5			#
Proficient (33-35)			1			#

\*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)