

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	2002-03	2003-04	2004-05
Pre-K	90	89	90
Kindergarten	124	120	127
First	112	131	100
Second	145	112	104
Third	137	139	92
Fourth	143	122	131
Fifth	137	146	117
Sixth	153	135	140
Ungraded Elementary	100	77	88
Seventh	151	152	184
Eighth	136	146	142
Ninth	235	218	221
Tenth	166	195	197
Eleventh	116	89	112
Twelfth	119	131	118
Ungraded Secondary	31	39	0
Total K-12 Enrollment	2005	1952	1873

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	11	0.5%	14	0.7%	13	0.7%
Black (Not Hispanic)	451	22.5%	453	23.2%	426	22.7%
Hispanic	143	7.1%	122	6.3%	132	7.0%
White (Not Hispanic)	1400	69.8%	1363	69.8%	1302	69.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	19	21
Common Branch	22	20	20
English Grade 8	18	24	21
Mathematics Grade 8	20	21	23
Science Grade 8	20	21	19
Social Studies Grade 8	20	21	19
English Grade 10	29	22	27
Mathematics Grade 10	20	21	16
Science Grade 10	26	17	26
Social Studies Grade 10	22	20	20

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	85	4.1%	55	2.7%	85	4.3%
Eligible for Free Lunch	1182	59.0%	1129	57.8%	1075	57.4%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.6%		92.1%		91.7%
Student Suspensions	190	8.7%	137	6.8%	219	11.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	16.2%	15.4%	16.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	172
Total Other Professional Staff	33
Total Paraprofessionals	29
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	115	102	96
	Regents Diplomas	40	60	75
	% Regents Diplomas	35%	59%	78%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	5	13	9
	Regents Diplomas	1	0	3
	% Regents Diplomas	20%	0%	33%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates	12	12	9
All Students	Total Graduates*	120	115	105
	Regents Diplomas	41	60	78
	% Regents Diplomas	34%	52%	74%
	Regents Diplomas with Advanced Designation**			12
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates	12	12	9

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	30	31	6	4	7	0	0	18
	Percent	31%	32%	6%	4%	7%	0%	0%	19%
Students with Disabilities	Number	1	4	0	0	2	0	0	2
	Percent	11%	44%	0%	0%	22%	0%	0%	22%
All Students	Number	31	35	6	4	9	0	0	20
	Percent	30%	33%	6%	4%	9%	0%	0%	19%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	22		4	0.7%	6	1.1%
	Entered GED Program*	12		45	8.3%	40	7.2%
	Total Noncompleters	34		49	9.1%	46	8.3%
Students with Disabilities	Dropped Out	5		2	1.2%	0	0.0%
	Entered GED Program*	3		13	7.7%	13	8.2%
	Total Noncompleters	8		15	8.9%	13	8.2%
All Students	Dropped Out	27	4.2%	6	0.8%	6	0.8%
	Entered GED Program*	15	2.4%	58	8.2%	53	7.4%
	Total Noncompleters	42	6.6%	64	9.0%	59	8.2%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	129	272
	Number of Students with Disabilities	0	23	54
	Number of All Students	0	152	326
	Percent of Enrollment	0%	33%	68%
9-12	Number of General-Education Students	65	57	51
	Number of Students with Disabilities	0	3	3
	Number of All Students	65	60	54
	Percent of Enrollment	10%	9%	8%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	47	98%	40	98%	28	71%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	90	94%	77	81%	99	86%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	7	100%	5	40%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	15	53%	15	60%	16	69%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	2	#	2	#
Science	2	#	3	#	2	#
Reading	1	#	1	#	3	#
Writing	2	#	2	#	2	#
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	3	#	1	#	4	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	69	58%	51	63%	43	58%
Science	63	48%	57	54%	48	52%
Reading	13	85%	18	39%	34	68%
Writing	12	100%	15	60%	30	90%
Global Studies	15	27%	43	19%	41	15%
U.S. Hist & Gov't	8	50%	12	33%	20	30%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	128	154	164	13	15	34
Number Scoring 55-100	112	133	125	8	5	11
Number Scoring 65-100	94	119	98	1	5	7
Number Scoring 85-100	25	30	7	0	1	1
Percentage of Tested Scoring 55-100	88%	86%	76%	62%	33%	32%
Percentage of Tested Scoring 65-100	73%	77%	60%	8%	33%	21%
Percentage of Tested Scoring 85-100	20%	19%	4%	0%	7%	3%
Mathematics A						
Number Tested	134	161	166	13	18	26
Number Scoring 55-100	85	139	148	2	7	21
Number Scoring 65-100	62	118	116	1	2	14
Number Scoring 85-100	8	12	9	0	0	0
Percentage of Tested Scoring 55-100	63%	86%	89%	15%	39%	81%
Percentage of Tested Scoring 65-100	46%	73%	70%	8%	11%	54%
Percentage of Tested Scoring 85-100	6%	7%	5%	0%	0%	0%
Mathematics B						
Number Tested	0	0	46	0	0	1
Number Scoring 55-100	0	0	25	0	0	#
Number Scoring 65-100	0	0	18	0	0	#
Number Scoring 85-100	0	0	1	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	54%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	39%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	2%	0%	0%	#
Global History and Geography						
Number Tested	172	205	201	19	47	28
Number Scoring 55-100	135	145	127	8	14	8
Number Scoring 65-100	111	119	95	4	10	5
Number Scoring 85-100	11	23	11	2	1	0
Percentage of Tested Scoring 55-100	78%	71%	63%	42%	30%	29%
Percentage of Tested Scoring 65-100	65%	58%	47%	21%	21%	18%
Percentage of Tested Scoring 85-100	6%	11%	5%	11%	2%	0%
U.S. History and Government						
Number Tested	149	130	168	13	12	26
Number Scoring 55-100	141	113	127	9	9	8
Number Scoring 65-100	117	95	115	6	8	7
Number Scoring 85-100	23	29	41	0	3	3
Percentage of Tested Scoring 55-100	95%	87%	76%	69%	75%	31%
Percentage of Tested Scoring 65-100	79%	73%	68%	46%	67%	27%
Percentage of Tested Scoring 85-100	15%	22%	24%	0%	25%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	182	133	150	33	10	30
Number Scoring 55-100	165	118	118	23	7	16
Number Scoring 65-100	141	105	97	16	6	10
Number Scoring 85-100	20	7	19	2	1	0
Percentage of Tested Scoring 55-100	91%	89%	79%	70%	70%	53%
Percentage of Tested Scoring 65-100	77%	79%	65%	48%	60%	33%
Percentage of Tested Scoring 85-100	11%	5%	13%	6%	10%	0%
Physical Setting/Earth Science						
Number Tested	171	175	175	24	28	24
Number Scoring 55-100	122	129	125	6	15	15
Number Scoring 65-100	92	93	85	3	8	9
Number Scoring 85-100	23	21	8	0	0	1
Percentage of Tested Scoring 55-100	71%	74%	71%	25%	54%	62%
Percentage of Tested Scoring 65-100	54%	53%	49%	12%	29%	38%
Percentage of Tested Scoring 85-100	13%	12%	5%	0%	0%	4%
Physical Setting/Chemistry						
Number Tested	76	51	43	0	0	1
Number Scoring 55-100	67	43	40	0	0	#
Number Scoring 65-100	42	31	31	0	0	#
Number Scoring 85-100	6	7	2	0	0	#
Percentage of Tested Scoring 55-100	88%	84%	93%	0%	0%	#
Percentage of Tested Scoring 65-100	55%	61%	72%	0%	0%	#
Percentage of Tested Scoring 85-100	8%	14%	5%	0%	0%	#
Physical Setting/Physics						
Number Tested		6	12		0	0
Number Scoring 55-100		4	11		0	0
Number Scoring 65-100		4	5		0	0
Number Scoring 85-100		1	1		0	0
Percentage of Tested Scoring 55-100		67%	92%		0%	0%
Percentage of Tested Scoring 65-100		67%	42%		0%	0%
Percentage of Tested Scoring 85-100		17%	8%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	25	17	11	2	2	0
Number Scoring 55-100	23	17	11	#	#	0
Number Scoring 65-100	21	16	11	#	#	0
Number Scoring 85-100	5	9	5	#	#	0
Percentage of Tested Scoring 55-100	92%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	84%	94%	100%	#	#	0%
Percentage of Tested Scoring 85-100	20%	53%	45%	#	#	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	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 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	41	37	43	1	1	1
Number Scoring 55-100	41	35	40	#	#	#
Number Scoring 65-100	41	34	37	#	#	#
Number Scoring 85-100	20	11	15	#	#	#
Percentage of Tested Scoring 55-100	100%	95%	93%	#	#	#
Percentage of Tested Scoring 65-100	100%	92%	86%	#	#	#
Percentage of Tested Scoring 85-100	49%	30%	35%	#	#	#
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	108	15%	11%	56%	18%
	Students with Disabilities	20	40%	20%	40%	0%
	All Students	128	19%	13%	54%	15%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	118	4%	42%	47%	7%
	Students with Disabilities	26	19%	65%	15%	0%
	All Students	144	7%	46%	42%	6%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	2	0	#	#	#	#
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
English Language Arts	5	0	0	2	0	3
Social Studies	5	0	0	0	1	4
Mathematics	5	0	0	2	1	2
Science	4	1	#	#	#	#

2001 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	105	105	105	22	22	22	127	127	127
Number Scoring 55–64	4	6	5	0	0	5	4	6	10
Number Scoring 65–84	86	53	77	3	3	4	89	56	81
Number Scoring 85–100	6	27	19	2	2	1	8	29	20
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		0	14		0	1
Beginning		0	0		0	#
Intermediate		0	3		0	#
Advanced		0	8		0	#
Proficient		0	3		0	#
Reading and Writing (Grade K-1)						
Number Tested		0	14		0	1
Beginning		0	7		0	#
Intermediate		0	5		0	#
Advanced		0	1		0	#
Proficient		0	1		0	#
Listening and Speaking (Grade 2-4)						
Number Tested		5	15		0	5
Beginning		0	1		0	0
Intermediate		0	1		0	1
Advanced		1	10		0	4
Proficient		4	3		0	0
Reading and Writing (Grade 2-4)						
Number Tested		5	15		0	5
Beginning		0	0		0	0
Intermediate		0	7		0	5
Advanced		4	6		0	0
Proficient		1	2		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		7	17		0	4
Beginning		0	2		0	#
Intermediate		2	6		0	#
Advanced		4	6		0	#
Proficient		1	3		0	#
Reading and Writing (Grade 7-8)						
Number Tested		7	17		0	4
Beginning		2	4		0	#
Intermediate		1	9		0	#
Advanced		4	2		0	#
Proficient		0	2		0	#
Listening and Speaking (Grade 9-12)						
Number Tested		26	16		0	0
Beginning		2	0		0	0
Intermediate		6	3		0	0
Advanced		11	6		0	0
Proficient		7	7		0	0
Reading and Writing (Grade 9-12)						
Number Tested		26	16		0	0
Beginning		6	0		0	0
Intermediate		9	4		0	0
Advanced		11	6		0	0
Proficient		0	6		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)