

New York State District Report Card Comprehensive Information Report

BEDS Code: 14-19-01-06-0000
 Name: Lancaster Central School District
 Superintendent: Thomas J. Markle

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	469	463	458
First	462	466	452
Second	445	459	475
Third	444	457	466
Fourth	464	462	457
Fifth	480	485	471
Sixth	493	490	478
Ungraded Elementary	0	0	0
Seventh	472	504	492
Eighth	474	477	505
Ninth	512	501	519
Tenth	482	508	490
Eleventh	441	488	494
Twelfth	432	444	489
Ungraded Secondary	39	0	0
Total K-12 Enrollment	6109	6204	6246

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	59	1.0%	69	1.1%	74	1.2%
Black (Not Hispanic)	62	1.0%	70	1.1%	80	1.3%
Hispanic	43	0.7%	47	0.8%	55	0.9%
White (Not Hispanic)	5945	97.3%	6018	97.0%	6037	96.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	22	21	20
Common Branch	24	24	23
English Grade 8	24	23	24
Mathematics Grade 8	22	23	25
Science Grade 8	23	23	25
Social Studies Grade 8	24	23	25
English Grade 10	24	24	24
Mathematics Grade 10	18	22	23
Science Grade 10	19	21	22
Social Studies Grade 10	24	24	24

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	15	0.3%	11	0.2%	10	0.2%
Eligible for Free Lunch	473	7.7%	589	9.5%	460	7.4%

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		95.5%		96.0%		96.1%
Student Suspensions	92	1.5%	137	2.2%	118	1.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	6.6%	7.0%	6.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	438
Total Other Professional Staff	47
Total Paraprofessionals	71
Teaching Out of Certification*	2

*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*	368	364	407
	Regents Diplomas	291	302	387
	% Regents Diplomas	79%	83%	95%
	Regents Diplomas with Advanced Designation**			207
	% Regents Diplomas with Advanced Designation			51%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	39	36	41
	Regents Diplomas	8	7	16
	% Regents Diplomas	21%	19%	39%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			2%
	IEP Diplomas or Local Certificates	9	10	7
All Students	Total Graduates*	407	400	448
	Regents Diplomas	299	309	403
	% Regents Diplomas	73%	77%	90%
	Regents Diplomas with Advanced Designation**			208
	% Regents Diplomas with Advanced Designation			46%
	IEP Diplomas or Local Certificates	9	10	7

* 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	255	118	5	11	18	0	0	0
	Percent	63%	29%	1%	3%	4%	0%	0%	0%
Students with Disabilities	Number	8	20	4	1	8	0	0	0
	Percent	20%	49%	10%	2%	20%	0%	0%	0%
All Students	Number	263	138	9	12	26	0	0	0
	Percent	59%	31%	2%	3%	6%	0%	0%	0%

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	25		33	1.9%	22	1.3%
	Entered GED Program*	4		1	0.1%	1	0.1%
	Total Noncompleters	29		34	2.0%	23	1.3%
Students with Disabilities	Dropped Out	15		13	4.8%	20	6.7%
	Entered GED Program*	3		1	0.4%	0	0.0%
	Total Noncompleters	18		14	5.1%	20	6.7%
All Students	Dropped Out	40	2.1%	46	2.3%	42	2.1%
	Entered GED Program*	7	0.4%	2	0.1%	1	0.0%
	Total Noncompleters	47	2.5%	48	2.4%	43	2.1%

*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	831	0	0
	Number of Students with Disabilities	115	0	0
	Number of All Students	946	0	0
	Percent of Enrollment	65%	0%	0%
9-12	Number of General-Education Students	1635	0	1725
	Number of Students with Disabilities	232	0	267
	Number of All Students	1867	0	1992
	Percent of Enrollment	99%	0%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	121		
Completed and Passed Regents Exams	121	100%	80%
Completed and had Course Average of 75% or More	121	100%	82%
Completed and Attained a HS Diploma or Equivalent	121	100%	96%
Completed and Whose Status is Known	119		
Completed and Were Successfully Placed	119	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	24	14%	25%
Underrepresented Gender Members Who Completed	0	0%	19%

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	92	96%	62	97%	98	95%
German	35	97%	41	100%	49	98%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	264	98%	286	84%	336	96%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	2	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	9	56%	28	57%	29	76%

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	67	94%	72	89%	9	89%
Science	70	73%	73	78%	71	76%
Reading	15	73%	23	87%	23	83%
Writing	16	94%	29	90%	24	100%
Global Studies	28	50%	55	67%	42	29%
U.S. Hist & Gov't	7	86%	15	60%	31	65%

(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	430	481	509	36	54	62
Number Scoring 55-100	415	458	492	22	38	51
Number Scoring 65-100	399	444	474	15	29	38
Number Scoring 85-100	207	261	214	3	3	3
Percentage of Tested Scoring 55-100	97%	95%	97%	61%	70%	82%
Percentage of Tested Scoring 65-100	93%	92%	93%	42%	54%	61%
Percentage of Tested Scoring 85-100	48%	54%	42%	8%	6%	5%
Mathematics A						
Number Tested	671	380	470	75	97	53
Number Scoring 55-100	509	352	454	27	75	39
Number Scoring 65-100	449	313	441	17	47	31
Number Scoring 85-100	85	70	141	2	0	0
Percentage of Tested Scoring 55-100	76%	93%	97%	36%	77%	74%
Percentage of Tested Scoring 65-100	67%	82%	94%	23%	48%	58%
Percentage of Tested Scoring 85-100	13%	18%	30%	3%	0%	0%
Mathematics B						
Number Tested	290	402	153	5	3	4
Number Scoring 55-100	175	323	123	3	#	#
Number Scoring 65-100	122	270	107	1	#	#
Number Scoring 85-100	3	37	62	0	#	#
Percentage of Tested Scoring 55-100	60%	80%	80%	60%	#	#
Percentage of Tested Scoring 65-100	42%	67%	70%	20%	#	#
Percentage of Tested Scoring 85-100	1%	9%	41%	0%	#	#
Global History and Geography						
Number Tested	512	565	548	57	77	74
Number Scoring 55-100	473	540	518	38	64	57
Number Scoring 65-100	416	484	464	21	42	33
Number Scoring 85-100	173	221	198	5	6	2
Percentage of Tested Scoring 55-100	92%	96%	95%	67%	83%	77%
Percentage of Tested Scoring 65-100	81%	86%	85%	37%	55%	45%
Percentage of Tested Scoring 85-100	34%	39%	36%	9%	8%	3%
U.S. History and Government						
Number Tested	440	471	503	38	47	59
Number Scoring 55-100	432	458	492	33	39	51
Number Scoring 65-100	417	438	476	25	31	43
Number Scoring 85-100	260	264	346	7	8	11
Percentage of Tested Scoring 55-100	98%	97%	98%	87%	83%	86%
Percentage of Tested Scoring 65-100	95%	93%	95%	66%	66%	73%
Percentage of Tested Scoring 85-100	59%	56%	69%	18%	17%	19%

(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	504	506	420	34	69	63
Number Scoring 55-100	500	497	411	32	66	58
Number Scoring 65-100	482	479	379	24	57	36
Number Scoring 85-100	243	159	135	2	3	2
Percentage of Tested Scoring 55-100	99%	98%	98%	94%	96%	92%
Percentage of Tested Scoring 65-100	96%	95%	90%	71%	83%	57%
Percentage of Tested Scoring 85-100	48%	31%	32%	6%	4%	3%
Physical Setting/Earth Science						
Number Tested	567	561	565	69	68	84
Number Scoring 55-100	514	507	527	51	37	61
Number Scoring 65-100	449	430	458	36	20	38
Number Scoring 85-100	159	150	178	5	1	5
Percentage of Tested Scoring 55-100	91%	90%	93%	74%	54%	73%
Percentage of Tested Scoring 65-100	79%	77%	81%	52%	29%	45%
Percentage of Tested Scoring 85-100	28%	27%	32%	7%	1%	6%
Physical Setting/Chemistry						
Number Tested	279	288	257	3	2	3
Number Scoring 55-100	263	285	254	#	#	#
Number Scoring 65-100	210	246	228	#	#	#
Number Scoring 85-100	53	57	67	#	#	#
Percentage of Tested Scoring 55-100	94%	99%	99%	#	#	#
Percentage of Tested Scoring 65-100	75%	85%	89%	#	#	#
Percentage of Tested Scoring 85-100	19%	20%	26%	#	#	#
Physical Setting/Physics						
Number Tested		93	125		0	2
Number Scoring 55-100		88	119		0	#
Number Scoring 65-100		77	103		0	#
Number Scoring 85-100		26	27		0	#
Percentage of Tested Scoring 55-100		95%	95%		0%	#
Percentage of Tested Scoring 65-100		83%	82%		0%	#
Percentage of Tested Scoring 85-100		28%	22%		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	86	77	98	0	0	1
Number Scoring 55-100	84	77	98	0	0	#
Number Scoring 65-100	79	76	96	0	0	#
Number Scoring 85-100	41	40	51	0	0	#
Percentage of Tested Scoring 55-100	98%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	92%	99%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	48%	52%	52%	0%	0%	#
Comprehensive Italian						
Number Tested	0	0	1	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 German						
Number Tested	72	36	57	1	3	3
Number Scoring 55-100	70	34	57	#	#	#
Number Scoring 65-100	66	33	54	#	#	#
Number Scoring 85-100	27	13	24	#	#	#
Percentage of Tested Scoring 55-100	97%	94%	100%	#	#	#
Percentage of Tested Scoring 65-100	92%	92%	95%	#	#	#
Percentage of Tested Scoring 85-100	38%	36%	42%	#	#	#
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	153	141	288	1	2	2
Number Scoring 55-100	151	139	287	#	#	#
Number Scoring 65-100	150	137	279	#	#	#
Number Scoring 85-100	95	87	161	#	#	#
Percentage of Tested Scoring 55-100	99%	99%	100%	#	#	#
Percentage of Tested Scoring 65-100	98%	97%	97%	#	#	#
Percentage of Tested Scoring 85-100	62%	62%	56%	#	#	#
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	407	1%	2%	52%	44%
	Students with Disabilities	68	9%	26%	59%	6%
	All Students	475	2%	5%	53%	39%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	431	0%	5%	66%	29%
	Students with Disabilities	73	5%	36%	55%	4%
	All Students	504	1%	10%	65%	25%

(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	3	0	#	#	#	#
Middle Level						
Social Studies	2	2	#	#	#	#
Secondary Level						
English Language Arts	8	0	0	2	1	5
Social Studies	6	2	0	2	2	2
Mathematics	8	0	0	1	4	3
Science	6	2	0	2	1	3

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	412	412	412	61	61	61	473	473	473
Number Scoring 55–64	9	3	0	12	6	10	21	9	10
Number Scoring 65–84	234	150	183	19	25	32	253	175	215
Number Scoring 85–100	166	251	226	5	8	4	171	259	230
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		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 7-8)						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		4	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		4	3		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 - L)