

# 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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	84	76	77
First	90	89	86
Second	91	90	93
Third	106	84	86
Fourth	96	108	90
Fifth	113	92	109
Sixth	106	111	97
Ungraded Elementary	0	0	0
Seventh	119	115	118
Eighth	122	120	114
Ninth	107	124	122
Tenth	113	98	124
Eleventh	99	108	96
Twelfth	119	98	108
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1365	1313	1320

### 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	38	2.8%	38	2.9%	60	4.5%
Black (Not Hispanic)	20	1.5%	21	1.6%	26	2.0%
Hispanic	9	0.7%	8	0.6%	9	0.7%
White (Not Hispanic)	1298	95.1%	1246	94.9%	1225	92.8%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	15	15
Common Branch	19	19	18
English Grade 8	23	24	23
Mathematics Grade 8	23	25	5
Science Grade 8	24	24	23
Social Studies Grade 8	24	0	23
English Grade 10	21	18	19
Mathematics Grade 10	19	21	15
Science Grade 10	21	20	23
Social Studies Grade 10	19	13	19

(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>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	5	0.4%	7	0.5%	20	1.5%
<b>Eligible for Free Lunch</b>	115	8.4%	118	9.0%	180	13.6%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</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>		96.3%		96.1%		96.5%
<b>Student Suspensions</b>	17	1.3%	14	1.0%	35	2.7%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	2.9%	3.3%	7.7%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	117
Total Other Professional Staff	14
Total Paraprofessionals	50
Teaching Out of Certification*	6

\*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*	103	93	93
	Regents Diplomas	90	67	90
	% Regents Diplomas	87%	72%	97%
	Regents Diplomas with Advanced Designation**			59
	% Regents Diplomas with Advanced Designation			63%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	11	1	11
	Regents Diplomas	3	1	9
	% Regents Diplomas	27%	100%	82%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			18%
	IEP Diplomas or Local Certificates	2	3	2
All Students	Total Graduates*	114	94	104
	Regents Diplomas	93	68	99
	% Regents Diplomas	82%	72%	95%
	Regents Diplomas with Advanced Designation**			61
	% Regents Diplomas with Advanced Designation			59%
	IEP Diplomas or Local Certificates	2	3	2

\* 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	64	21	0	3	2	1	1	1
	Percent	69%	23%	0%	3%	2%	1%	1%	1%
Students with Disabilities	Number	0	8	0	1	2	0	0	0
	Percent	0%	73%	0%	9%	18%	0%	0%	0%
All Students	Number	64	29	0	4	4	1	1	1
	Percent	62%	28%	0%	4%	4%	1%	1%	1%

## 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	9		3	0.8%	1	0.3%
	Entered GED Program*	2		2	0.5%	2	0.5%
	Total Noncompleters	11		5	1.3%	3	0.8%
Students with Disabilities	Dropped Out	0		3	6.7%	1	2.2%
	Entered GED Program*	0		1	2.2%	0	0.0%
	Total Noncompleters	0		4	8.9%	1	2.2%
All Students	Dropped Out	9	2.1%	6	1.4%	2	0.5%
	Entered GED Program*	2	0.5%	3	0.7%	2	0.5%
	Total Noncompleters	11	2.5%	9	2.0%	4	1.0%

\*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	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	208	209	187
	Number of Students with Disabilities	22	29	28
	Number of All Students	230	238	215
	Percent of Enrollment	66%	69%	65%
9-12	Number of General-Education Students	386	398	0
	Number of Students with Disabilities	52	44	0
	Number of All Students	438	442	0
	Percent of Enrollment	100%	103%	0%

## 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; completion 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	46	100%	51	98%	36	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	2	#	0	0%
Spanish	63	100%	48	96%	56	96%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	5	60%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	5	100%	6	83%

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	5	80%	5	100%
Science	1	#	1	#	4	#
Reading	2	#	0	0%	7	71%
Writing	2	#	0	0%	7	100%
Global Studies	3	#	0	0%	10	20%
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	104	107	83	12	13	5
Number Scoring 55-100	103	105	81	12	12	3
Number Scoring 65-100	100	102	78	10	11	1
Number Scoring 85-100	49	69	56	0	0	0
Percentage of Tested Scoring 55-100	99%	98%	98%	100%	92%	60%
Percentage of Tested Scoring 65-100	96%	95%	94%	83%	85%	20%
Percentage of Tested Scoring 85-100	47%	64%	67%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	112	99	124	12	10	14
Number Scoring 55-100	107	97	119	11	9	9
Number Scoring 65-100	102	92	114	10	7	4
Number Scoring 85-100	40	60	81	5	2	1
Percentage of Tested Scoring 55-100	96%	98%	96%	92%	90%	64%
Percentage of Tested Scoring 65-100	91%	93%	92%	83%	70%	29%
Percentage of Tested Scoring 85-100	36%	61%	65%	42%	20%	7%
<b>Mathematics B</b>						
Number Tested	55	60	69	1	2	0
Number Scoring 55-100	47	57	55	#	#	0
Number Scoring 65-100	39	56	45	#	#	0
Number Scoring 85-100	10	23	12	#	#	0
Percentage of Tested Scoring 55-100	85%	95%	80%	#	#	0%
Percentage of Tested Scoring 65-100	71%	93%	65%	#	#	0%
Percentage of Tested Scoring 85-100	18%	38%	17%	#	#	0%
<b>Global History and Geography</b>						
Number Tested	113	88	127	12	9	13
Number Scoring 55-100	112	84	118	11	5	5
Number Scoring 65-100	112	80	116	11	2	5
Number Scoring 85-100	65	56	69	3	1	0
Percentage of Tested Scoring 55-100	99%	95%	93%	92%	56%	38%
Percentage of Tested Scoring 65-100	99%	91%	91%	92%	22%	38%
Percentage of Tested Scoring 85-100	58%	64%	54%	25%	11%	0%
<b>U.S. History and Government</b>						
Number Tested	100	108	83	11	13	6
Number Scoring 55-100	100	103	78	11	12	2
Number Scoring 65-100	99	100	76	11	10	1
Number Scoring 85-100	60	66	53	1	2	1
Percentage of Tested Scoring 55-100	100%	95%	94%	100%	92%	33%
Percentage of Tested Scoring 65-100	99%	93%	92%	100%	77%	17%
Percentage of Tested Scoring 85-100	60%	61%	64%	9%	15%	17%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	101	87	116	13	8	6
Number Scoring 55-100	101	87	115	13	8	5
Number Scoring 65-100	99	82	114	11	4	5
Number Scoring 85-100	52	52	81	3	1	0
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	83%
Percentage of Tested Scoring 65-100	98%	94%	98%	85%	50%	83%
Percentage of Tested Scoring 85-100	51%	60%	70%	23%	12%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	62	79	76	2	0	2
Number Scoring 55-100	62	79	75	#	0	#
Number Scoring 65-100	61	77	74	#	0	#
Number Scoring 85-100	40	45	55	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	99%	#	0%	#
Percentage of Tested Scoring 65-100	98%	97%	97%	#	0%	#
Percentage of Tested Scoring 85-100	65%	57%	72%	#	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	72	73	73	2	5	0
Number Scoring 55-100	72	73	71	#	5	0
Number Scoring 65-100	54	59	62	#	3	0
Number Scoring 85-100	19	18	17	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	97%	#	100%	0%
Percentage of Tested Scoring 65-100	75%	81%	85%	#	60%	0%
Percentage of Tested Scoring 85-100	26%	25%	23%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		31	33		0	0
Number Scoring 55-100		31	33		0	0
Number Scoring 65-100		29	33		0	0
Number Scoring 85-100		18	19		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		94%	100%		0%	0%
Percentage of Tested Scoring 85-100		58%	58%		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
<b>Comprehensive French</b>						
Number Tested	33	41	22	0	2	0
Number Scoring 55-100	33	41	22	0	#	0
Number Scoring 65-100	33	41	22	0	#	0
Number Scoring 85-100	32	38	21	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	97%	93%	95%	0%	#	0%
<b>Comprehensive Italian</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 German</b>						
Number Tested	0	0	2	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%
<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	34	31	41	0	1	0
Number Scoring 55-100	34	31	41	0	#	0
Number Scoring 65-100	34	31	41	0	#	0
Number Scoring 85-100	28	22	34	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	82%	71%	83%	0%	#	0%
<b>Comprehensive Latin</b>						
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%

(Form – H)



## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	96	6%	5%	56%	32%
	Students with Disabilities	13	69%	15%	15%	0%
	All Students	109	14%	6%	51%	28%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	95	1%	18%	54%	27%
	Students with Disabilities	20	5%	70%	25%	0%
	All Students	115	2%	27%	49%	23%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

## 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	93	93	93	15	15	15	108	108	108
Number Scoring 55–64	0	2	0	0	2	0	0	4	0
Number Scoring 65–84	32	25	28	9	7	8	41	32	36
Number Scoring 85–100	61	65	65	2	2	3	63	67	68
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
<b>Listening and Speaking (Grade K–1)</b>						
Number Tested		2	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade K–1)</b>						
Number Tested		2	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 2–4)</b>						
Number Tested		2	5		0	0
Beginning		#	1		0	0
Intermediate		#	1		0	0
Advanced		#	0		0	0
Proficient		#	3		0	0
<b>Reading and Writing (Grade 2–4)</b>						
Number Tested		2	5		0	0
Beginning		#	2		0	0
Intermediate		#	0		0	0
Advanced		#	3		0	0
Proficient		#	0		0	0
<b>Listening and Speaking (Grade 5–6)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 5–6)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	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
<b>Listening and Speaking (Grade 7–8)</b>						
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
<b>Reading and Writing (Grade 7–8)</b>						
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
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		2	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		2	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)