

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	450	469	463
First	444	462	466
Second	415	445	459
Third	451	444	457
Fourth	449	464	462
Fifth	455	480	485
Sixth	452	493	490
Ungraded Elementary	0	0	0
Seventh	478	472	504
Eighth	476	474	477
Ninth	498	512	501
Tenth	464	482	508
Eleventh	437	441	488
Twelfth	441	432	444
Ungraded Secondary	54	39	0
Total K-12 Enrollment	5964	6109	6204

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	40	0.7%	59	1.0%	69	1.1%
Black (Not Hispanic)	70	1.2%	62	1.0%	70	1.1%
Hispanic	19	0.3%	43	0.7%	47	0.8%
White (Not Hispanic)	5835	97.8%	5945	97.3%	6018	97.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	22	21
Common Branch	22	24	24
English Grade 8	21	24	23
Mathematics Grade 8	20	22	23
Science Grade 8	23	23	23
Social Studies Grade 8	24	24	23
English Grade 10	25	24	24
Mathematics Grade 10	26	18	22
Science Grade 10	22	19	21
Social Studies Grade 10	26	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.1%	15	0.3%	11	0.2%
Eligible for Free Lunch	470	7.9%	473	7.7%	589	9.5%

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		95.8%		95.5%		96.0%
Student Suspensions	96	1.7%	92	1.5%	137	2.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.4%	6.6%	7.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	424
Total Other Professional Staff	46
Total Paraprofessionals	91
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 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	373	275	74%	368	291	79%	364	302	83%
Students with Disabilities	39	2	5%	39	8	21%	36	7	19%
All Students	412	277	67%	407	299	73%	400	309	77%

*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	242	117	6	9	22	4
Percent	60%	29%	1%	2%	6%	1%

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)
36	7	10	46

*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	36		25		33	1.9%
	Entered GED Program*	0		4		1	0.1%
	Total Noncompleters	36		29		34	2.0%
Students with Disabilities	Dropped Out	9		15		13	4.8%
	Entered GED Program*	0		3		1	0.4%
	Total Noncompleters	9		18		14	5.1%
All Students	Dropped Out	45	2.4%	40	2.1%	46	2.3%
	Entered GED Program*	0	0.0%	7	0.4%	2	0.1%
	Total Noncompleters	45	2.4%	47	2.5%	48	2.4%

*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	839	831	0
	Number of Students with Disabilities	115	115	0
	Number of All Students	954	946	0
	Percent of Enrollment	67%	65%	0%
9-12	Number of General-Education Students	1304	1635	0
	Number of Students with Disabilities	200	232	0
	Number of All Students	1504	1867	0
	Percent of Enrollment	80%	99%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	169		
Completed and Passed Regents Exams	169	100%	77%
Completed and had Course Average of 75% or More	169	100%	81%
Completed and Attained a HS Diploma or Equivalent	169	100%	96%
Completed and Whose Status is Known	169		
Completed and Were Successfully Placed	169	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	0	.	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	23	100%	92	96%	62	97%
German	0	0%	35	97%	41	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	53	98%	264	98%	286	84%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	100%
German	0	0%	0	0%	2	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	9	56%	28	57%

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	56	89%	67	94%	72	89%
Science	67	73%	70	73%	73	78%
Reading	11	82%	15	73%	23	87%
Writing	11	82%	16	94%	29	90%
Global Studies	5	60%	28	50%	55	67%
U.S. Hist & Gov't	4	#	7	86%	15	60%

(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	426	430	481	35	36	54
Number Scoring 55-100	417	415	458	27	22	38
Number Scoring 65-100	400	399	444	22	15	29
Number Scoring 85-100	166	207	261	2	3	3
Percentage of Tested Scoring 55-100	98%	97%	95%	77%	61%	70%
Percentage of Tested Scoring 65-100	94%	93%	92%	63%	42%	54%
Percentage of Tested Scoring 85-100	39%	48%	54%	6%	8%	6%
Mathematics A						
Number Tested	741	671	380	34	75	97
Number Scoring 55-100	675	509	352	18	27	75
Number Scoring 65-100	602	449	313	11	17	47
Number Scoring 85-100	172	85	70	1	2	0
Percentage of Tested Scoring 55-100	91%	76%	93%	53%	36%	77%
Percentage of Tested Scoring 65-100	81%	67%	82%	32%	23%	48%
Percentage of Tested Scoring 85-100	23%	13%	18%	3%	3%	0%
Mathematics B						
Number Tested	31	290	402	0	5	3
Number Scoring 55-100	31	175	323	0	3	#
Number Scoring 65-100	26	122	270	0	1	#
Number Scoring 85-100	1	3	37	0	0	#
Percentage of Tested Scoring 55-100	100%	60%	80%	0%	60%	#
Percentage of Tested Scoring 65-100	84%	42%	67%	0%	20%	#
Percentage of Tested Scoring 85-100	3%	1%	9%	0%	0%	#
Global History and Geography						
Number Tested	439	512	565	44	57	77
Number Scoring 55-100	433	473	540	40	38	64
Number Scoring 65-100	388	416	484	20	21	42
Number Scoring 85-100	109	173	221	3	5	6
Percentage of Tested Scoring 55-100	99%	92%	96%	91%	67%	83%
Percentage of Tested Scoring 65-100	88%	81%	86%	45%	37%	55%
Percentage of Tested Scoring 85-100	25%	34%	39%	7%	9%	8%
U.S. History and Government						
Number Tested	443	440	471	41	38	47
Number Scoring 55-100	436	432	458	39	33	39
Number Scoring 65-100	405	417	438	28	25	31
Number Scoring 85-100	132	260	264	3	7	8
Percentage of Tested Scoring 55-100	98%	98%	97%	95%	87%	83%
Percentage of Tested Scoring 65-100	91%	95%	93%	68%	66%	66%
Percentage of Tested Scoring 85-100	30%	59%	56%	7%	18%	17%

(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	504	504	506	16	34	69
Number Scoring 55-100	501	500	497	15	32	66
Number Scoring 65-100	499	482	479	14	24	57
Number Scoring 85-100	237	243	159	2	2	3
Percentage of Tested Scoring 55-100	99%	99%	98%	94%	94%	96%
Percentage of Tested Scoring 65-100	99%	96%	95%	88%	71%	83%
Percentage of Tested Scoring 85-100	47%	48%	31%	12%	6%	4%
Physical Setting/Earth Science						
Number Tested	505	567	561	55	69	68
Number Scoring 55-100	473	514	507	43	51	37
Number Scoring 65-100	411	449	430	23	36	20
Number Scoring 85-100	156	159	150	2	5	1
Percentage of Tested Scoring 55-100	94%	91%	90%	78%	74%	54%
Percentage of Tested Scoring 65-100	81%	79%	77%	42%	52%	29%
Percentage of Tested Scoring 85-100	31%	28%	27%	4%	7%	1%
Physical Setting/Chemistry						
Number Tested	223	279	288	2	3	2
Number Scoring 55-100	214	263	285	#	#	#
Number Scoring 65-100	179	210	246	#	#	#
Number Scoring 85-100	43	53	57	#	#	#
Percentage of Tested Scoring 55-100	96%	94%	99%	#	#	#
Percentage of Tested Scoring 65-100	80%	75%	85%	#	#	#
Percentage of Tested Scoring 85-100	19%	19%	20%	#	#	#
Physical Setting/Physics						
Number Tested			93			0
Number Scoring 55-100			88			0
Number Scoring 65-100			77			0
Number Scoring 85-100			26			0
Percentage of Tested Scoring 55-100			95%			0%
Percentage of Tested Scoring 65-100			83%			0%
Percentage of Tested Scoring 85-100			28%			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	72	86	77	1	0	0
Number Scoring 55-100	71	84	77	#	0	0
Number Scoring 65-100	68	79	76	#	0	0
Number Scoring 85-100	24	41	40	#	0	0
Percentage of Tested Scoring 55-100	99%	98%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	94%	92%	99%	#	0%	0%
Percentage of Tested Scoring 85-100	33%	48%	52%	#	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	60	72	36	0	1	3
Number Scoring 55-100	59	70	34	0	#	#
Number Scoring 65-100	56	66	33	0	#	#
Number Scoring 85-100	17	27	13	0	#	#
Percentage of Tested Scoring 55-100	98%	97%	94%	0%	#	#
Percentage of Tested Scoring 65-100	93%	92%	92%	0%	#	#
Percentage of Tested Scoring 85-100	28%	38%	36%	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	140	153	141	2	1	2
Number Scoring 55-100	140	151	139	#	#	#
Number Scoring 65-100	139	150	137	#	#	#
Number Scoring 85-100	99	95	87	#	#	#
Percentage of Tested Scoring 55-100	100%	99%	99%	#	#	#
Percentage of Tested Scoring 65-100	99%	98%	97%	#	#	#
Percentage of Tested Scoring 85-100	71%	62%	62%	#	#	#
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)

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	329	139	9	6	0	0
Number Scoring 55-100	311	135	7	6	0	0
Number Scoring 65-100	285	123	7	5	0	0
Number Scoring 85-100	121	63	2	2	0	0
Percentage of Tested Scoring 55-100	95%	97%	78%	100%	0%	0%
Percentage of Tested Scoring 65-100	87%	88%	78%	83%	0%	0%
Percentage of Tested Scoring 85-100	37%	45%	22%	33%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	137	99%	87	94%	182	96%
Students with Disabilities	60	93%	38	66%	24	75%

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	408	0%	1%	53%	45%
	Students with Disabilities	69	25%	25%	38%	13%
	All Students	477	4%	5%	51%	40%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	406	0%	21%	55%	24%
	Students with Disabilities	67	12%	52%	31%	4%
	All Students	473	2%	25%	52%	21%

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

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	389	389	389	56	56	56	445	445	445
Number Scoring 55–64	3	0	3	16	9	8	19	9	11
Number Scoring 65–84	267	127	193	19	19	19	286	146	212
Number Scoring 85–100	112	251	186	3	5	1	115	256	187
Approved Alternatives	1	0	0	0	0	0	1	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			1			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			1			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			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 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			4			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			4			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)