

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-15-03-0000

Name: Lawrence Union Free School District

Superintendent: John T. Fitzsimons

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	106	108	90
Kindergarten	243	255	236
First	248	243	242
Second	247	241	241
Third	254	250	231
Fourth	260	247	241
Fifth	295	271	244
Sixth	286	286	271
Ungraded Elementary	53	56	50
Seventh	266	290	299
Eighth	325	273	308
Ninth	325	387	370
Tenth	301	303	384
Eleventh	296	292	279
Twelfth	261	261	297
Ungraded Secondary	70	49	21
Total K-12 Enrollment	3730	3704	3714

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	202	5.4%	199	5.4%	223	6.0%
Black (Not Hispanic)	599	16.1%	623	16.8%	627	16.9%
Hispanic	755	20.2%	795	21.5%	860	23.2%
White (Not Hispanic)	2174	58.3%	2087	56.3%	2004	54.0%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	19	18
Common Branch	17	18	19
English Grade 8	20	18	18
Mathematics Grade 8	20	16	18
Science Grade 8	21	22	24
Social Studies Grade 8	22	18	18
English Grade 10	18	22	22
Mathematics Grade 10	25	17	19
Science Grade 10	18	19	19
Social Studies Grade 10	21	20	22

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	246	6.4%	238	6.2%	273	7.2%
Eligible for Free Lunch	839	22.5%	724	19.6%	698	18.8%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.2%		95.0%		95.1%
Student Suspensions	339	9.1%	330	8.8%	358	9.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.0%	7.1%	7.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	360
Total Other Professional Staff	61
Total Paraprofessionals	101
Teaching Out of Certification*	6
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	243	158	65%	209	167	80%	248	170	69%
Students with Disabilities	25	5	20%	32	7	22%	28	4	14%
All Students	268	163	61%	241	174	72%	276	174	63%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	184	64	5	4	13	6
Percent	67%	23%	2%	1%	5%	2%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
28	4	2	30

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			8		44	
	Entered GED Program*			0		0	
	Total Noncompleters			8		44	
Students with Disabilities	Dropped Out			2		10	
	Entered GED Program*			0		0	
	Total Noncompleters			2		10	
All Students	Dropped Out	19	1.6%	10	0.8%	54	4.0%
	Entered GED Program*	12	1.0%	0	0.0%	0	0.0%
	Total Noncompleters	31	2.6%	10	0.8%	54	4.0%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	35	100%	22	95%	24	96%
German	0	0%	0	0%	0	0%
Italian	40	93%	33	85%	22	95%
Latin	0	0%	0	0%	0	0%
Spanish	187	95%	143	87%	162	91%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	2	#	0	0%
Science	27	63%	5	20%	0	0%
Reading	3	#	1	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	19	58%	2	#	0	0%
U.S. Hist & Gov't	30	53%	8	38%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	69%	25	84%	0	0%
Science	28	29%	34	44%	0	0%
Reading	21	52%	15	73%	0	0%
Writing	23	70%	12	100%	0	0%
Global Studies	25	40%	21	48%	0	0%
U.S. Hist & Gov't	11	55%	27	67%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	286	277	276	44	31	20
Number Scoring 55–100	270	258	259	35	25	17
Number Scoring 65–100	245	225	224	26	13	12
Number Scoring 85–100	156	145	113	6	4	2
Percentage of Tested Scoring 55–100	94%	93%	94%	80%	81%	85%
Percentage of Tested Scoring 65–100	86%	81%	81%	59%	42%	60%
Percentage of Tested Scoring 85–100	55%	52%	41%	14%	13%	10%
<b>Mathematics A</b>						
Number Tested	0	195	308	0	3	31
Number Scoring 55–100	0	181	258	0	#	11
Number Scoring 65–100	0	167	221	0	#	7
Number Scoring 85–100	0	108	82	0	#	1
Percentage of Tested Scoring 55–100	0%	93%	84%	0%	#	35%
Percentage of Tested Scoring 65–100	0%	86%	72%	0%	#	23%
Percentage of Tested Scoring 85–100	0%	55%	27%	0%	#	3%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	118	0	0	1
Number Scoring 55–100	0	0	102	0	0	#
Number Scoring 65–100	0	0	91	0	0	#
Number Scoring 85–100	0	0	35	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	77%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	30%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	277	253	334	18	30	43
Number Scoring 55–100	269	237	284	17	20	23
Number Scoring 65–100	252	224	258	10	13	13
Number Scoring 85–100	116	103	119	4	0	1
Percentage of Tested Scoring 55–100	97%	94%	85%	94%	67%	53%
Percentage of Tested Scoring 65–100	91%	89%	77%	56%	43%	30%
Percentage of Tested Scoring 85–100	42%	41%	36%	22%	0%	2%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	255	251	261	40	20	26
Number Scoring 55–100	227	237	248	17	17	19
Number Scoring 65–100	209	213	238	15	15	17
Number Scoring 85–100	138	96	124	5	0	2
Percentage of Tested Scoring 55–100	89%	94%	95%	42%	85%	73%
Percentage of Tested Scoring 65–100	82%	85%	91%	38%	75%	65%
Percentage of Tested Scoring 85–100	54%	38%	48%	12%	0%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	276	258	344	30	24	47
Number Scoring 55–100	263	255	284	22	23	17
Number Scoring 65–100	249	241	260	16	17	12
Number Scoring 85–100	75	83	75	0	2	0
Percentage of Tested Scoring 55–100	95%	99%	83%	73%	96%	36%
Percentage of Tested Scoring 65–100	90%	93%	76%	53%	71%	26%
Percentage of Tested Scoring 85–100	27%	32%	22%	0%	8%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	258	298	300	39	19	49
Number Scoring 55–100	234	278	238	19	12	32
Number Scoring 65–100	200	256	216	12	10	26
Number Scoring 85–100	92	130	97	1	1	1
Percentage of Tested Scoring 55–100	91%	93%	79%	49%	63%	65%
Percentage of Tested Scoring 65–100	78%	86%	72%	31%	53%	53%
Percentage of Tested Scoring 85–100	36%	44%	32%	3%	5%	2%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		192	218		6	7
Number Scoring 55–100		184	195		5	5
Number Scoring 65–100		140	162		2	2
Number Scoring 85–100		11	44		0	0
Percentage of Tested Scoring 55–100		96%	89%		83%	71%
Percentage of Tested Scoring 65–100		73%	74%		33%	29%
Percentage of Tested Scoring 85–100		6%	20%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	39	22	34	0	0	0
Number Scoring 55–100	39	22	34	0	0	0
Number Scoring 65–100	39	22	34	0	0	0
Number Scoring 85–100	34	20	31	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	87%	91%	91%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	28	28	33	1	0	0
Number Scoring 55–100	28	27	32	#	0	0
Number Scoring 65–100	26	27	32	#	0	0
Number Scoring 85–100	13	17	21	#	0	0
Percentage of Tested Scoring 55–100	100%	96%	97%	#	0%	0%
Percentage of Tested Scoring 65–100	93%	96%	97%	#	0%	0%
Percentage of Tested Scoring 85–100	46%	61%	64%	#	0%	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	18	16	17	0	0	1
Number Scoring 55–100	18	15	16	0	0	#
Number Scoring 65–100	18	15	16	0	0	#
Number Scoring 85–100	9	5	7	0	0	#
Percentage of Tested Scoring 55–100	100%	94%	94%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	94%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	50%	31%	41%	0%	0%	#
<b>Comprehensive Spanish</b>						
Number Tested	137	125	221	2	2	8
Number Scoring 55–100	137	124	208	#	#	7
Number Scoring 65–100	135	123	202	#	#	6
Number Scoring 85–100	99	93	119	#	#	2
Percentage of Tested Scoring 55–100	100%	99%	94%	#	#	88%
Percentage of Tested Scoring 65–100	99%	98%	91%	#	#	75%
Percentage of Tested Scoring 85–100	72%	74%	54%	#	#	25%
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	306	85	19	19	16	3
Number Scoring 55–100	250	47	7	10	4	#
Number Scoring 65–100	225	30	2	10	1	#
Number Scoring 85–100	107	3	0	2	0	#
Percentage of Tested Scoring 55–100	82%	55%	37%	53%	25%	#
Percentage of Tested Scoring 65–100	74%	35%	11%	53%	6%	#
Percentage of Tested Scoring 85–100	35%	4%	0%	11%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	208	195	25	15	7	0
Number Scoring 55–100	167	165	13	10	7	0
Number Scoring 65–100	155	149	9	7	6	0
Number Scoring 85–100	71	84	1	1	0	0
Percentage of Tested Scoring 55–100	80%	85%	52%	67%	100%	0%
Percentage of Tested Scoring 65–100	75%	76%	36%	47%	86%	0%
Percentage of Tested Scoring 85–100	34%	43%	4%	7%	0%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	6	100%	1	#	0	0%
Students with Disabilities	10	80%	3	#	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	222	1%	5%	68%	26%
	Students with Disabilities	27	0%	15%	81%	4%
	All Students	249	1%	6%	70%	23%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	250	1%	22%	54%	22%
	Students with Disabilities	62	11%	68%	21%	0%
	All Students	312	3%	31%	48%	18%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 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	271	271	271	36	36	36	307	307	307
Number Scoring 55–64	4	18	12	7	3	7	11	21	19
Number Scoring 65–84	92	108	121	12	14	14	104	122	135
Number Scoring 85–100	114	94	110	2	0	0	116	94	110
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)