

New York State School Report Card

Comprehensive Information Report

BEDS Code: 14-18-00-01-0008
 Name: Lackawanna High School
 Principal: Craig Pawlak

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	228	235	218
Tenth	151	166	195
Eleventh	127	116	89
Twelfth	128	119	131
Ungraded Secondary	0	0	0
Total K-12 Enrollment	634	636	633

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	2	0.3%	5	0.8%	5	0.8%
Black (Not Hispanic)	133	21.0%	122	19.2%	129	20.4%
Hispanic	42	6.6%	45	7.1%	29	4.6%
White (Not Hispanic)	457	72.1%	464	73.0%	470	74.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	29	22
Mathematics Grade 10	12	20	21
Science Grade 10	19	26	17
Social Studies Grade 10	19	22	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
45	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

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	32	5.1%	20	3.1%	23	3.6%
Eligible for Free Lunch	238	37.5%	373	58.7%	369	58.3%

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		89.2%		88.5%		88.4%
Student Suspensions	13	2.2%	75	11.8%	49	7.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	11.0%	16.7%	17.5%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	98%	100%	94%

Staff Counts

Staff	2003-04
Total Teachers	55
Total Other Professional Staff	8
Total Paraprofessionals	NA
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 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	109	28	26%	115	40	35%	96	60	62%
Students with Disabilities	0	0	0%	5	1	20%	13	0	0%
All Students	109	28	26%	120	41	34%	109	60	55%

*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	36	45	3	4	5	16
Percent	33%	41%	3%	4%	5%	15%

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)
13	0	7	20

*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	56		22		4	0.8%
	Entered GED Program*	14		12		45	8.5%
	Total Noncompleters	70		34		49	9.2%
Students with Disabilities	Dropped Out	8		4		2	1.5%
	Entered GED Program*	1		3		13	9.9%
	Total Noncompleters	9		7		15	11.5%
All Students	Dropped Out	64	10.1%	26	4.1%	6	0.9%
	Entered GED Program*	15	2.4%	15	2.4%	58	8.8%
	Total Noncompleters	79	12.5%	41	6.4%	64	9.7%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	65	57
	Number of Students with Disabilities	0	0	3
	Number of All Students	0	65	60
	Percent of Enrollment	0%	10%	9%

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 2003-2004 school year; completion 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	0	0%	47	98%	40	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	90	94%	77	81%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	7	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	15	53%	15	60%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	39%	4	#	1	#
Science	22	9%	2	#	2	#
Reading	5	100%	1	#	0	0%
Writing	5	100%	2	#	0	0%
Global Studies	4	#	0	0%	2	#
U.S. Hist & Gov't	1	#	3	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	66	58%	51	63%
Science	0	0%	63	48%	57	54%
Reading	0	0%	13	85%	18	39%
Writing	0	0%	12	100%	15	60%
Global Studies	0	0%	15	27%	41	15%
U.S. Hist & Gov't	0	0%	8	50%	12	33%

(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	141	127	152	0	13	15
Number Scoring 55–100	127	111	132	0	8	5
Number Scoring 65–100	87	93	119	0	1	5
Number Scoring 85–100	12	25	30	0	0	1
Percentage of Tested Scoring 55–100	90%	87%	87%	0%	62%	33%
Percentage of Tested Scoring 65–100	62%	73%	78%	0%	8%	33%
Percentage of Tested Scoring 85–100	9%	20%	20%	0%	0%	7%
Mathematics A						
Number Tested	8	134	157	0	13	18
Number Scoring 55–100	5	85	137	0	2	7
Number Scoring 65–100	2	62	118	0	1	2
Number Scoring 85–100	0	8	12	0	0	0
Percentage of Tested Scoring 55–100	62%	63%	87%	0%	15%	39%
Percentage of Tested Scoring 65–100	25%	46%	75%	0%	8%	11%
Percentage of Tested Scoring 85–100	0%	6%	8%	0%	0%	0%
Mathematics 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%
Global History and Geography						
Number Tested	149	172	202	1	19	45
Number Scoring 55–100	123	135	145	#	8	14
Number Scoring 65–100	86	111	119	#	4	10
Number Scoring 85–100	7	11	23	#	2	1
Percentage of Tested Scoring 55–100	83%	78%	72%	#	42%	31%
Percentage of Tested Scoring 65–100	58%	65%	59%	#	21%	22%
Percentage of Tested Scoring 85–100	5%	6%	11%	#	11%	2%
U.S. History and Government						
Number Tested	149	149	128	0	13	12
Number Scoring 55–100	126	141	111	0	9	9
Number Scoring 65–100	97	117	93	0	6	8
Number Scoring 85–100	13	23	29	0	0	3
Percentage of Tested Scoring 55–100	85%	95%	87%	0%	69%	75%
Percentage of Tested Scoring 65–100	65%	79%	73%	0%	46%	67%
Percentage of Tested Scoring 85–100	9%	15%	23%	0%	0%	25%

(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	94	180	131	0	31	8
Number Scoring 55–100	91	163	117	0	21	6
Number Scoring 65–100	86	139	104	0	14	5
Number Scoring 85–100	11	19	7	0	1	1
Percentage of Tested Scoring 55–100	97%	91%	89%	0%	68%	75%
Percentage of Tested Scoring 65–100	91%	77%	79%	0%	45%	62%
Percentage of Tested Scoring 85–100	12%	11%	5%	0%	3%	12%
Physical Setting/Earth Science						
Number Tested	161	171	174	0	24	27
Number Scoring 55–100	125	122	128	0	6	14
Number Scoring 65–100	87	92	93	0	3	8
Number Scoring 85–100	12	23	21	0	0	0
Percentage of Tested Scoring 55–100	78%	71%	74%	0%	25%	52%
Percentage of Tested Scoring 65–100	54%	54%	53%	0%	12%	30%
Percentage of Tested Scoring 85–100	7%	13%	12%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	54	76	51	0	0	0
Number Scoring 55–100	50	67	43	0	0	0
Number Scoring 65–100	34	42	31	0	0	0
Number Scoring 85–100	7	6	7	0	0	0
Percentage of Tested Scoring 55–100	93%	88%	84%	0%	0%	0%
Percentage of Tested Scoring 65–100	63%	55%	61%	0%	0%	0%
Percentage of Tested Scoring 85–100	13%	8%	14%	0%	0%	0%
Physical Setting/Physics						
Number Tested			6			0
Number Scoring 55–100			4			0
Number Scoring 65–100			4			0
Number Scoring 85–100			1			0
Percentage of Tested Scoring 55–100			67%			0%
Percentage of Tested Scoring 65–100			67%			0%
Percentage of Tested Scoring 85–100			17%			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	23	25	17	0	2	2
Number Scoring 55–100	20	23	17	0	#	#
Number Scoring 65–100	10	21	16	0	#	#
Number Scoring 85–100	5	5	9	0	#	#
Percentage of Tested Scoring 55–100	87%	92%	100%	0%	#	#
Percentage of Tested Scoring 65–100	43%	84%	94%	0%	#	#
Percentage of Tested Scoring 85–100	22%	20%	53%	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	40	41	37	0	1	1
Number Scoring 55–100	33	41	35	0	#	#
Number Scoring 65–100	31	41	34	0	#	#
Number Scoring 85–100	14	20	11	0	#	#
Percentage of Tested Scoring 55–100	82%	100%	95%	0%	#	#
Percentage of Tested Scoring 65–100	78%	100%	92%	0%	#	#
Percentage of Tested Scoring 85–100	35%	49%	30%	0%	#	#
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	65	28	0	0	0	0
Number Scoring 55–100	46	18	0	0	0	0
Number Scoring 65–100	38	15	0	0	0	0
Number Scoring 85–100	7	1	0	0	0	0
Percentage of Tested Scoring 55–100	71%	64%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	58%	54%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	11%	4%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	60	42%	102	84%	126	39%
Students with Disabilities	0	0%	32	31%	31	16%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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

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	99	99	99	20	20	20	119	119	119
Number Scoring 55–64	4	5	7	5	3	1	9	8	8
Number Scoring 65–84	84	69	71	3	6	10	87	75	81
Number Scoring 85–100	7	18	17	0	1	0	7	19	17
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
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 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			23			0
Beginning (0-18)			2			0
Intermediate (19-31)			4			0
Advanced (32-36)			11			0
Proficient (37-39)			6			0
Reading and Writing (Grade 9-12)						
Number Tested			23			0
Beginning (0-14)			5			0
Intermediate (15-24)			8			0
Advanced (25-32)			10			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 - L)