

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	2001-02	2002-03	2003-04
Pre-K	108	90	89
Kindergarten	255	236	238
First	243	242	238
Second	241	241	240
Third	250	231	244
Fourth	247	241	232
Fifth	271	244	249
Sixth	286	271	275
Ungraded Elementary	56	50	20
Seventh	290	299	290
Eighth	273	308	308
Ninth	387	370	330
Tenth	303	384	335
Eleventh	292	279	346
Twelfth	261	297	253
Ungraded Secondary	49	21	5
Total K-12 Enrollment	3704	3714	3603

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	199	5.4%	223	6.0%	205	5.7%
Black (Not Hispanic)	623	16.8%	627	16.9%	571	15.8%
Hispanic	795	21.5%	860	23.2%	890	24.7%
White (Not Hispanic)	2087	56.3%	2004	54.0%	1937	53.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	18	18
Common Branch	18	19	18
English Grade 8	18	18	18
Mathematics Grade 8	16	18	18
Science Grade 8	22	24	23
Social Studies Grade 8	18	18	18
English Grade 10	22	22	22
Mathematics Grade 10	17	19	14
Science Grade 10	19	19	21
Social Studies Grade 10	20	22	21

(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	238	6.2%	273	7.2%	301	8.2%
Eligible for Free Lunch	724	19.6%	698	18.8%	726	20.2%

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		95.0%		95.1%		94.5%
Student Suspensions	330	8.9%	358	9.7%	113	3.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	7.2%	7.7%	8.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	371
Total Other Professional Staff	65
Total Paraprofessionals	107
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	209	167	80%	248	170	69%	210	163	78%
Students with Disabilities	32	7	22%	28	4	14%	24	6	25%
All Students	241	174	72%	276	174	63%	234	169	72%

*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	158	59	0	1	15	1
Percent	68%	25%	0%	0%	6%	0%

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)
24	6	5	29

*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	8		44		24	2.2%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	8		44		24	2.2%
Students with Disabilities	Dropped Out	2		10		8	3.7%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	2		10		8	3.7%
All Students	Dropped Out	10	0.8%	54	4.0%	32	2.5%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	10	0.8%	54	4.0%	32	2.5%

*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	605
	Number of Students with Disabilities	0	0	238
	Number of All Students	0	0	843
	Percent of Enrollment	0%	0%	96%
9-12	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%

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	22	95%	24	96%	29	97%
German	0	0%	0	0%	0	0%
Italian	33	85%	22	95%	37	97%
Latin	0	0%	0	0%	0	0%
Spanish	143	87%	162	91%	155	83%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	1	#
Science	5	20%	0	0%	2	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	2	#	0	0%	3	#
U.S. Hist & Gov't	8	38%	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	84%	0	0%	19	100%
Science	34	44%	0	0%	31	58%
Reading	15	73%	0	0%	19	79%
Writing	12	100%	0	0%	22	91%
Global Studies	21	48%	0	0%	24	63%
U.S. Hist & Gov't	27	67%	0	0%	16	69%

(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	277	276	332	31	20	20
Number Scoring 55-100	258	259	320	25	17	18
Number Scoring 65-100	225	224	310	13	12	17
Number Scoring 85-100	145	113	207	4	2	3
Percentage of Tested Scoring 55-100	93%	94%	96%	81%	85%	90%
Percentage of Tested Scoring 65-100	81%	81%	93%	42%	60%	85%
Percentage of Tested Scoring 85-100	52%	41%	62%	13%	10%	15%
Mathematics A						
Number Tested	195	308	310	3	31	51
Number Scoring 55-100	181	258	277	#	11	35
Number Scoring 65-100	167	221	257	#	7	30
Number Scoring 85-100	108	82	81	#	1	4
Percentage of Tested Scoring 55-100	93%	84%	89%	#	35%	69%
Percentage of Tested Scoring 65-100	86%	72%	83%	#	23%	59%
Percentage of Tested Scoring 85-100	55%	27%	26%	#	3%	8%
Mathematics B						
Number Tested	0	118	209	0	1	12
Number Scoring 55-100	0	102	181	0	#	8
Number Scoring 65-100	0	91	157	0	#	7
Number Scoring 85-100	0	35	51	0	#	3
Percentage of Tested Scoring 55-100	0%	86%	87%	0%	#	67%
Percentage of Tested Scoring 65-100	0%	77%	75%	0%	#	58%
Percentage of Tested Scoring 85-100	0%	30%	24%	0%	#	25%
Global History and Geography						
Number Tested	253	334	282	30	43	43
Number Scoring 55-100	237	284	243	20	23	26
Number Scoring 65-100	224	258	223	13	13	22
Number Scoring 85-100	103	119	94	0	1	3
Percentage of Tested Scoring 55-100	94%	85%	86%	67%	53%	60%
Percentage of Tested Scoring 65-100	89%	77%	79%	43%	30%	51%
Percentage of Tested Scoring 85-100	41%	36%	33%	0%	2%	7%
U.S. History and Government						
Number Tested	251	261	309	20	26	33
Number Scoring 55-100	237	248	277	17	19	18
Number Scoring 65-100	213	238	252	15	17	15
Number Scoring 85-100	96	124	144	0	2	2
Percentage of Tested Scoring 55-100	94%	95%	90%	85%	73%	55%
Percentage of Tested Scoring 65-100	85%	91%	82%	75%	65%	45%
Percentage of Tested Scoring 85-100	38%	48%	47%	0%	8%	6%

(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	258	344	324	24	47	54
Number Scoring 55-100	255	284	263	23	17	30
Number Scoring 65-100	241	260	232	17	12	19
Number Scoring 85-100	83	75	80	2	0	0
Percentage of Tested Scoring 55-100	99%	83%	81%	96%	36%	56%
Percentage of Tested Scoring 65-100	93%	76%	72%	71%	26%	35%
Percentage of Tested Scoring 85-100	32%	22%	25%	8%	0%	0%
Physical Setting/Earth Science						
Number Tested	298	300	274	19	49	27
Number Scoring 55-100	278	238	228	12	32	17
Number Scoring 65-100	256	216	203	10	26	12
Number Scoring 85-100	130	97	66	1	1	1
Percentage of Tested Scoring 55-100	93%	79%	83%	63%	65%	63%
Percentage of Tested Scoring 65-100	86%	72%	74%	53%	53%	44%
Percentage of Tested Scoring 85-100	44%	32%	24%	5%	2%	4%
Physical Setting/Chemistry						
Number Tested	192	218	188	6	7	4
Number Scoring 55-100	184	195	166	5	5	#
Number Scoring 65-100	140	162	142	2	2	#
Number Scoring 85-100	11	44	37	0	0	#
Percentage of Tested Scoring 55-100	96%	89%	88%	83%	71%	#
Percentage of Tested Scoring 65-100	73%	74%	76%	33%	29%	#
Percentage of Tested Scoring 85-100	6%	20%	20%	0%	0%	#
Physical Setting/Physics						
Number Tested			7			0
Number Scoring 55-100			7			0
Number Scoring 65-100			7			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			43%			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	22	34	16	0	0	0
Number Scoring 55-100	22	34	16	0	0	0
Number Scoring 65-100	22	34	16	0	0	0
Number Scoring 85-100	20	31	12	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	91%	91%	75%	0%	0%	0%
Comprehensive Italian						
Number Tested	28	33	22	0	0	0
Number Scoring 55-100	27	32	22	0	0	0
Number Scoring 65-100	27	32	22	0	0	0
Number Scoring 85-100	17	21	13	0	0	0
Percentage of Tested Scoring 55-100	96%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	61%	64%	59%	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	16	17	29	0	1	2
Number Scoring 55-100	15	16	29	0	#	#
Number Scoring 65-100	15	16	29	0	#	#
Number Scoring 85-100	5	7	23	0	#	#
Percentage of Tested Scoring 55-100	94%	94%	100%	0%	#	#
Percentage of Tested Scoring 65-100	94%	94%	100%	0%	#	#
Percentage of Tested Scoring 85-100	31%	41%	79%	0%	#	#
Comprehensive Spanish						
Number Tested	125	221	152	2	8	10
Number Scoring 55-100	124	208	136	#	7	9
Number Scoring 65-100	123	202	130	#	6	9
Number Scoring 85-100	93	119	66	#	2	5
Percentage of Tested Scoring 55-100	99%	94%	89%	#	88%	90%
Percentage of Tested Scoring 65-100	98%	91%	86%	#	75%	90%
Percentage of Tested Scoring 85-100	74%	54%	43%	#	25%	50%
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	195	25	0	7	0	0
Number Scoring 55-100	165	13	0	7	0	0
Number Scoring 65-100	149	9	0	6	0	0
Number Scoring 85-100	84	1	0	0	0	0
Percentage of Tested Scoring 55-100	85%	52%	0%	100%	0%	0%
Percentage of Tested Scoring 65-100	76%	36%	0%	86%	0%	0%
Percentage of Tested Scoring 85-100	43%	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	1	#	0	0%	2	#
Students with Disabilities	3	#	0	0%	2	#

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	203	1%	1%	32%	66%
	Students with Disabilities	50	10%	2%	72%	16%
	All Students	253	3%	1%	40%	56%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	239	0%	27%	48%	26%
	Students with Disabilities	48	2%	65%	33%	0%
	All Students	287	0%	33%	45%	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	4	0	#	#	#	#
Middle Level						
Social Studies	1	1	#	#	#	#
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	239	239	239	29	29	29	268	268	268
Number Scoring 55–64	5	8	6	3	3	3	8	11	9
Number Scoring 65–84	104	88	105	11	11	15	115	99	120
Number Scoring 85–100	106	119	112	1	3	3	107	122	115
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 K-1)						
Number Tested			100			4
Beginning (0-18)			5			#
Intermediate (19-31)			22			#
Advanced (32-36)			46			#
Proficient (37-39)			27			#
Reading and Writing (Grade K-1)						
Number Tested			100			4
Beginning (0-14)			26			#
Intermediate (15-24)			27			#
Advanced (25-32)			32			#
Proficient (33-35)			15			#
Listening and Speaking (Grade 2-4)						
Number Tested			87			13
Beginning (0-18)			1			0
Intermediate (19-31)			14			2
Advanced (32-36)			28			6
Proficient (37-39)			44			5
Reading and Writing (Grade 2-4)						
Number Tested			87			13
Beginning (0-14)			14			4
Intermediate (15-24)			42			8
Advanced (25-32)			25			1
Proficient (33-35)			6			0
Listening and Speaking (Grade 5-6)						
Number Tested			36			3
Beginning (0-18)			3			#
Intermediate (19-31)			3			#
Advanced (32-36)			5			#
Proficient (37-39)			25			#
Reading and Writing (Grade 5-6)						
Number Tested			36			3
Beginning (0-14)			5			#
Intermediate (15-24)			5			#
Advanced (25-32)			19			#
Proficient (33-35)			7			#

*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			13			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			8			0
Proficient (37-39)			2			0
Reading and Writing (Grade 7-8)						
Number Tested			13			0
Beginning (0-14)			0			0
Intermediate (15-24)			7			0
Advanced (25-32)			3			0
Proficient (33-35)			3			0
Listening and Speaking (Grade 9-12)						
Number Tested			31			0
Beginning (0-18)			4			0
Intermediate (19-31)			5			0
Advanced (32-36)			5			0
Proficient (37-39)			17			0
Reading and Writing (Grade 9-12)						
Number Tested			31			0
Beginning (0-14)			2			0
Intermediate (15-24)			14			0
Advanced (25-32)			13			0
Proficient (33-35)			2			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)