

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 47-08-01-04-0000  
 Name: Laurens Central School District  
 Superintendent: Romona N. Wenck

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	28	25	18
First	28	29	27
Second	33	32	27
Third	31	34	31
Fourth	39	34	36
Fifth	42	35	39
Sixth	40	44	36
Ungraded Elementary	0	0	0
Seventh	33	47	46
Eighth	30	29	36
Ninth	37	29	30
Tenth	38	30	25
Eleventh	34	36	30
Twelfth	35	33	30
Ungraded Secondary	0	13	14
Total K-12 Enrollment	448	450	425

### 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	3	0.7%	4	0.9%	1	0.2%
Black (Not Hispanic)	1	0.2%	3	0.7%	3	0.7%
Hispanic	6	1.3%	4	0.9%	2	0.5%
White (Not Hispanic)	438	97.8%	439	97.6%	419	98.6%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	14	13	9
Common Branch	17	17	16
English Grade 8	14	15	19
Mathematics Grade 8	9	14	19
Science Grade 8	13	15	19
Social Studies Grade 8	14	19	19
English Grade 10	18	29	12
Mathematics Grade 10	13	12	14
Science Grade 10	17	24	11
Social Studies Grade 10	17	29	28

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high 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>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	122	27.2%	117	26.0%	121	28.5%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		95.8%		96.0%		93.9%
<b>Student Suspensions</b>	20	4.4%	19	4.2%	24	5.3%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	14.7%	14.9%	14.4%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	44
Total Other Professional Staff	6
Total Paraprofessionals	26
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	30	16	53%	23	20	87%	26	23	88%
Students with Disabilities	2	0	0%	3	1	33%	1	1	100%
All Students	32	16	50%	26	21	81%	27	24	89%

\*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	18	6	0	0	3	0
Percent	67%	22%	0%	0%	11%	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)
1	1	3	4

\*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	4		4		1	0.9%
	Entered GED Program*	5		5		3	2.8%
	Total Noncompleters	9		9		4	3.7%
Students with Disabilities	Dropped Out	1		1		1	4.0%
	Entered GED Program*	1		1		1	4.0%
	Total Noncompleters	2		2		2	8.0%
All Students	Dropped Out	5	3.5%	5	3.7%	2	1.5%
	Entered GED Program*	6	4.2%	6	4.4%	4	3.0%
	Total Noncompleters	11	7.6%	11	8.1%	6	4.5%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	67%	6	100%	7	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	18	78%	15	93%	25	92%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	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	0	0%	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	0	0%
Science	1	#	1	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	1	#	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	1	#	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	29	32	34	5	2	3
Number Scoring 55–100	28	30	34	4	#	#
Number Scoring 65–100	26	26	34	3	#	#
Number Scoring 85–100	19	14	16	0	#	#
Percentage of Tested Scoring 55–100	97%	94%	100%	80%	#	#
Percentage of Tested Scoring 65–100	90%	81%	100%	60%	#	#
Percentage of Tested Scoring 85–100	66%	44%	47%	0%	#	#
<b>Mathematics A</b>						
Number Tested	25	35	36	3	3	2
Number Scoring 55–100	19	28	34	#	#	#
Number Scoring 65–100	17	22	30	#	#	#
Number Scoring 85–100	2	8	9	#	#	#
Percentage of Tested Scoring 55–100	76%	80%	94%	#	#	#
Percentage of Tested Scoring 65–100	68%	63%	83%	#	#	#
Percentage of Tested Scoring 85–100	8%	23%	25%	#	#	#
<b>Mathematics B</b>						
Number Tested	0	0	10	0	0	1
Number Scoring 55–100	0	0	10	0	0	#
Number Scoring 65–100	0	0	6	0	0	#
Number Scoring 85–100	0	0	1	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	60%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	10%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	35	31	28	4	4	2
Number Scoring 55–100	35	30	28	#	#	#
Number Scoring 65–100	32	28	24	#	#	#
Number Scoring 85–100	9	14	10	#	#	#
Percentage of Tested Scoring 55–100	100%	97%	100%	#	#	#
Percentage of Tested Scoring 65–100	91%	90%	86%	#	#	#
Percentage of Tested Scoring 85–100	26%	45%	36%	#	#	#
<b>U.S. History and Government</b>						
Number Tested	31	33	29	3	3	3
Number Scoring 55–100	31	31	29	#	#	#
Number Scoring 65–100	29	31	27	#	#	#
Number Scoring 85–100	13	16	16	#	#	#
Percentage of Tested Scoring 55–100	100%	94%	100%	#	#	#
Percentage of Tested Scoring 65–100	94%	94%	93%	#	#	#
Percentage of Tested Scoring 85–100	42%	48%	55%	#	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	34	25	30	3	2	6
Number Scoring 55–100	34	25	30	#	#	6
Number Scoring 65–100	32	25	29	#	#	5
Number Scoring 85–100	18	11	16	#	#	1
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	94%	100%	97%	#	#	83%
Percentage of Tested Scoring 85–100	53%	44%	53%	#	#	17%
<b>Physical Setting/Earth Science</b>						
Number Tested	21	23	36	2	5	2
Number Scoring 55–100	21	23	36	#	5	#
Number Scoring 65–100	18	23	33	#	5	#
Number Scoring 85–100	7	6	10	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65–100	86%	100%	92%	#	100%	#
Percentage of Tested Scoring 85–100	33%	26%	28%	#	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	22	26	14	2	1	1
Number Scoring 55–100	21	23	12	#	#	#
Number Scoring 65–100	20	18	12	#	#	#
Number Scoring 85–100	1	4	2	#	#	#
Percentage of Tested Scoring 55–100	95%	88%	86%	#	#	#
Percentage of Tested Scoring 65–100	91%	69%	86%	#	#	#
Percentage of Tested Scoring 85–100	5%	15%	14%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			7			0
Number Scoring 55–100			7			0
Number Scoring 65–100			7			0
Number Scoring 85–100			2			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			29%			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
<b>Comprehensive French</b>						
Number Tested	8	8	2	0	0	0
Number Scoring 55–100	8	8	#	0	0	0
Number Scoring 65–100	8	8	#	0	0	0
Number Scoring 85–100	2	7	#	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	88%	#	0%	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	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	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	16	13	14	1	1	0
Number Scoring 55–100	15	13	14	#	#	0
Number Scoring 65–100	14	13	14	#	#	0
Number Scoring 85–100	7	7	7	#	#	0
Percentage of Tested Scoring 55–100	94%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	88%	100%	100%	#	#	0%
Percentage of Tested Scoring 85–100	44%	54%	50%	#	#	0%
<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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	13	20	2	0	1	1
Number Scoring 55–100	12	18	#	0	#	#
Number Scoring 65–100	12	15	#	0	#	#
Number Scoring 85–100	5	7	#	0	#	#
Percentage of Tested Scoring 55–100	92%	90%	#	0%	#	#
Percentage of Tested Scoring 65–100	92%	75%	#	0%	#	#
Percentage of Tested Scoring 85–100	38%	35%	#	0%	#	#

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	30	100%	22	68%	23	100%
Students with Disabilities	2	#	2	#	9	89%

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
<b>Nov 2003</b>	General-Education Students	32	16%	22%	53%	9%
	Students with Disabilities	6	33%	17%	50%	0%
	All Students	38	18%	21%	53%	8%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	33	0%	30%	58%	12%
	Students with Disabilities	9	22%	67%	11%	0%
	All Students	42	5%	38%	48%	10%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	24	24	24	3	3	3	27	27	27
Number Scoring 55–64	#	#	#	#	#	#	0	0	1
Number Scoring 65–84	#	#	#	#	#	#	19	11	15
Number Scoring 85–100	#	#	#	#	#	#	6	13	10
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)