

New York State School Report Card

Comprehensive Information Report

BEDS Code: 47-08-01-04-0001
 Name: Laurens Central School
 Principal: Karl L. Brown

Grade Range : K-12

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

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	122	27.2%	117	26.0%	121	28.5%

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		96.8%		96.3%		95.0%
Student Suspensions	20	4.4%	19	4.2%	24	5.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	14.7%	14.9%	14.4%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	111%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	44
Total Other Professional Staff	6
Total Paraprofessionals	NA
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
Comprehensive English						
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%	#	#
Mathematics A						
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%	#	#	#
Mathematics 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%	#
Global History and Geography						
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%	#	#	#
U.S. History and Government						
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
Living Environment						
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%
Physical Setting/Earth Science						
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%	#
Physical Setting/Chemistry						
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%	#	#	#
Physical Setting/Physics						
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
Comprehensive French						
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%
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	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%
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	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
Nov 2003	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
June 2004	General-Education Students	33	0%	30%	58%	12%
	Students with Disabilities	7	29%	57%	14%	0%
	All Students	40	5%	35%	50%	10%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

	Count of Students					
Test	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	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)