

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	25	18	30
First	29	27	18
Second	32	27	27
Third	34	31	36
Fourth	34	36	31
Fifth	35	39	32
Sixth	44	36	39
Ungraded Elementary	0	0	1
Seventh	47	46	41
Eighth	29	36	50
Ninth	29	30	48
Tenth	30	25	27
Eleventh	36	30	23
Twelfth	33	30	30
Ungraded Secondary	13	14	4
Total K-12 Enrollment	450	425	437

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.9%	1	0.2%	5	1.1%
Black (Not Hispanic)	3	0.7%	3	0.7%	5	1.1%
Hispanic	4	0.9%	2	0.5%	3	0.7%
White (Not Hispanic)	439	97.6%	419	98.6%	424	97.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	13	9	15
Common Branch	17	16	16
English Grade 8	15	19	23
Mathematics Grade 8	14	19	22
Science Grade 8	15	19	0
Social Studies Grade 8	19	19	22
English Grade 10	29	12	12
Mathematics Grade 10	12	14	9
Science Grade 10	24	11	21
Social Studies Grade 10	29	28	25

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	117	26.0%	121	28.5%	106	24.3%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.3%		95.0%		96.4%
Student Suspensions	19	4.2%	24	5.3%	28	6.6%

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

	2002-03	2003-04	2004-05
Reduced Lunch	14.9%	14.4%	14.2%
Public Assistance	11-20%	11-20%	1-10%
Student Stability	100%	100%	100%

Staff Counts

Staff	2004-05
Total Teachers	43
Total Other Professional Staff	7
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	23	26	26
	Regents Diplomas	20	23	24
	% Regents Diplomas	87%	88%	92%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	1	3
	Regents Diplomas	1	1	2
	% Regents Diplomas	33%	100%	67%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	6	3	0
All Students	Total Graduates*	26	27	29
	Regents Diplomas	21	24	26
	% Regents Diplomas	81%	89%	90%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates	6	3	0

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	20	4	0	2	0	0	0	0
	Percent	77%	15%	0%	8%	0%	0%	0%	0%
Students with Disabilities	Number	0	2	0	0	1	0	0	0
	Percent	0%	67%	0%	0%	33%	0%	0%	0%
All Students	Number	20	6	0	2	1	0	0	0
	Percent	69%	21%	0%	7%	3%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	4		1	0.9%	3	2.7%
	Entered GED Program*	5		3	2.8%	3	2.7%
	Total Noncompleters	9		4	3.7%	6	5.4%
Students with Disabilities	Dropped Out	1		1	4.0%	0	0.0%
	Entered GED Program*	1		1	4.0%	1	3.8%
	Total Noncompleters	2		2	8.0%	1	3.8%
All Students	Dropped Out	5	3.7%	2	1.5%	3	2.2%
	Entered GED Program*	6	4.4%	4	3.0%	4	2.9%
	Total Noncompleters	11	8.1%	6	4.5%	7	5.1%

*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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	100%	7	100%	14	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	15	93%	25	92%	17	88%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	2	#
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%	2	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	1	#	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	6	50%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	32	34	23	2	3	3
Number Scoring 55-100	30	34	22	#	#	#
Number Scoring 65-100	26	34	21	#	#	#
Number Scoring 85-100	14	16	10	#	#	#
Percentage of Tested Scoring 55-100	94%	100%	96%	#	#	#
Percentage of Tested Scoring 65-100	81%	100%	91%	#	#	#
Percentage of Tested Scoring 85-100	44%	47%	43%	#	#	#
Mathematics A						
Number Tested	35	36	70	3	2	7
Number Scoring 55-100	28	34	66	#	#	7
Number Scoring 65-100	22	30	58	#	#	5
Number Scoring 85-100	8	9	25	#	#	1
Percentage of Tested Scoring 55-100	80%	94%	94%	#	#	100%
Percentage of Tested Scoring 65-100	63%	83%	83%	#	#	71%
Percentage of Tested Scoring 85-100	23%	25%	36%	#	#	14%
Mathematics B						
Number Tested	0	10	3	0	1	0
Number Scoring 55-100	0	10	#	0	#	0
Number Scoring 65-100	0	6	#	0	#	0
Number Scoring 85-100	0	1	#	0	#	0
Percentage of Tested Scoring 55-100	0%	100%	#	0%	#	0%
Percentage of Tested Scoring 65-100	0%	60%	#	0%	#	0%
Percentage of Tested Scoring 85-100	0%	10%	#	0%	#	0%
Global History and Geography						
Number Tested	31	28	31	4	2	7
Number Scoring 55-100	30	28	29	#	#	6
Number Scoring 65-100	28	24	23	#	#	3
Number Scoring 85-100	14	10	10	#	#	0
Percentage of Tested Scoring 55-100	97%	100%	94%	#	#	86%
Percentage of Tested Scoring 65-100	90%	86%	74%	#	#	43%
Percentage of Tested Scoring 85-100	45%	36%	32%	#	#	0%
U.S. History and Government						
Number Tested	33	29	21	3	3	3
Number Scoring 55-100	31	29	21	#	#	#
Number Scoring 65-100	31	27	21	#	#	#
Number Scoring 85-100	16	16	13	#	#	#
Percentage of Tested Scoring 55-100	94%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	94%	93%	100%	#	#	#
Percentage of Tested Scoring 85-100	48%	55%	62%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	25	30	46	2	6	7
Number Scoring 55-100	25	30	46	#	6	7
Number Scoring 65-100	25	29	42	#	5	5
Number Scoring 85-100	11	16	17	#	1	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	100%	97%	91%	#	83%	71%
Percentage of Tested Scoring 85-100	44%	53%	37%	#	17%	0%
Physical Setting/Earth Science						
Number Tested	23	36	15	5	2	3
Number Scoring 55-100	23	36	15	5	#	#
Number Scoring 65-100	23	33	13	5	#	#
Number Scoring 85-100	6	10	6	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	#	#
Percentage of Tested Scoring 65-100	100%	92%	87%	100%	#	#
Percentage of Tested Scoring 85-100	26%	28%	40%	0%	#	#
Physical Setting/Chemistry						
Number Tested	26	14	23	1	1	1
Number Scoring 55-100	23	12	22	#	#	#
Number Scoring 65-100	18	12	15	#	#	#
Number Scoring 85-100	4	2	1	#	#	#
Percentage of Tested Scoring 55-100	88%	86%	96%	#	#	#
Percentage of Tested Scoring 65-100	69%	86%	65%	#	#	#
Percentage of Tested Scoring 85-100	15%	14%	4%	#	#	#
Physical Setting/Physics						
Number Tested		7	0		0	0
Number Scoring 55-100		7	0		0	0
Number Scoring 65-100		7	0		0	0
Number Scoring 85-100		2	0		0	0
Percentage of Tested Scoring 55-100		100%	0%		0%	0%
Percentage of Tested Scoring 65-100		100%	0%		0%	0%
Percentage of Tested Scoring 85-100		29%	0%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	8	2	6	0	0	0
Number Scoring 55-100	8	#	6	0	0	0
Number Scoring 65-100	8	#	6	0	0	0
Number Scoring 85-100	7	#	4	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	88%	#	67%	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	13	14	15	1	0	0
Number Scoring 55-100	13	14	15	#	0	0
Number Scoring 65-100	13	14	14	#	0	0
Number Scoring 85-100	7	7	7	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	93%	#	0%	0%
Percentage of Tested Scoring 85-100	54%	50%	47%	#	0%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	27	0%	0%	81%	19%
	Students with Disabilities	5	0%	0%	80%	20%
	All Students	32	0%	0%	81%	19%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	32	0%	44%	44%	13%
	Students with Disabilities	13	23%	38%	38%	0%
	All Students	45	7%	42%	42%	9%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	28	28	28	3	3	3	31	31	31
Number Scoring 55–64	#	#	#	#	#	#	1	1	2
Number Scoring 65–84	#	#	#	#	#	#	13	12	13
Number Scoring 85–100	#	#	#	#	#	#	15	16	16
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)