



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **LAWRENCE UNION FREE SCHOOL  
DISTRICT**

District ID **280215030000**

Superintendent **JOHN FITZSIMONS**

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Grades **PK-12, UE**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: RPTCARD@mail.nysed.gov

## Use this report to:

### **1** Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

### **2** Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### **3** View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

### **4** Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2003-04	2004-05	2005-06
Pre-K	89	90	90
Kindergarten	238	223	218
Grade 1	238	244	211
Grade 2	240	223	229
Grade 3	244	236	226
Grade 4	232	249	225
Grade 5	249	232	244
Grade 6	275	246	241
Ungraded Elementary	20	6	19
Grade 7	290	259	248
Grade 8	308	288	264
Grade 9	330	322	330
Grade 10	335	310	302
Grade 11	346	283	292
Grade 12	253	333	283
Ungraded Secondary	5	9	0
<b>Total K-12</b>	<b>3603</b>	<b>3463</b>	<b>3332</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	18	20	21
<b>Grade 8</b>			
English	18	15	21
Mathematics	18	16	22
Science	23	22	19
Social Studies	18	17	24
<b>Grade 10</b>			
English	22	20	20
Mathematics	14	22	21
Science	21	18	15
Social Studies	21	18	17

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District LAWRENCE UNION FREE SCHOOL DISTRICT

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	726	20%	795	23%	634	19%
Reduced-Price Lunch	290	8%	322	9%	314	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	301	8%	314	9%	294	9%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	4	0%	8	0%	6	0%
Black or African American	571	16%	592	17%	636	19%
Hispanic or Latino	890	25%	967	28%	979	29%
Asian or Native Hawaiian/Other Pacific Islander	201	6%	181	5%	197	6%
White	1937	54%	1715	50%	1514	45%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	113	N/A	86	2%	251	7%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	942	903	1185
Percent Not Taught by Highly Qualified Teachers	1%	0%	1%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	0	0	1
Percent with No Valid Teaching Certificate	0%	0%	0%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	0	0	1
Percentage of Total	0%	0%	0%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>	44%	45%	47%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	371	346	335
Total Other Professional Staff	54	55	51
Total Paraprofessionals*	107	119	109
Assistant Principals	4	4	5
Principals	7	6	6

\* Not available at the school level.

## Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

### Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

#### ■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2006–07)

#### ▲ Good Standing

##### Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

##### Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

**2004–05**

**2005–06**

**2006–07**

YES

YES

YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✗	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	–	–				
Black or African American	✓	✓		✓	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		✓	✓	
<b>Other Groups</b>						
Students with Disabilities	✗	✓		–	–	
Limited English Proficient	✓	✓		–	–	
Economically Disadvantaged	✓	✓		✗	✓ <sup>SH</sup>	
<b>Student groups making AYP in each subject</b>	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✗ 2 of 5	✗ 2 of 5	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels


- | Federal                        | State  |
|--------------------------------|--|
| Good Standing ▲                | Good Standing ■                                |
| Improvement (Year 1) ▲         | Requiring Academic Progress (Year 1) ■         |
| Improvement (Year 2) ▲         | Requiring Academic Progress (Year 2) ■         |
| Improvement (Year 3) ▲         | Requiring Academic Progress (Year 3) ■         |
| Improvement (Year 4) ▲         | Requiring Academic Progress (Year 4) ■         |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |



District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## Elementary/Middle-Level English Language Arts


























**Accountability Status for This Subject (2006–07)**  Good Standing

**Accountability Measures** 7 of 8 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

### How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07	
<b>All Students</b> (1461:1390)			98%		165	119		
<b>Ethnicity</b>								
American Indian or Alaska Native (5:5)	–	–	–	–	–	–	–	
Black or African American (314:288)			96%		140	116		
Hispanic or Latino (432:409)			98%		154	117		
Asian or Native Hawaiian/Other Pacific Islander (77:75)			99%		185	111		
White (633:613)			98%		182	118		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (357:233)			94%		102	115	98    112	
Limited English Proficient (123:115)			98%		143	112		
Economically Disadvantaged (594:555)			98%		148	117		
<b>Final AYP Determination</b>		7 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LAWRENCE UNION FREE SCHOOL DISTRICT**


























## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 8 of 8 Student groups making AYP in Mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (1462:1380)			98%		163	83	
<b>Ethnicity</b>							
American Indian or Alaska Native (5:5)	–	–	–	–	–	–	–
Black or African American (312:287)			97%		136	80	
Hispanic or Latino (432:404)			99%		156	81	
Asian or Native Hawaiian/Other Pacific Islander (78:75)			100%		187	75	
White (635:609)			98%		178	82	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (354:230)			95%		111	79	
Limited English Proficient (122:114)			98%		158	76	
Economically Disadvantaged (593:549)			99%		148	81	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (494:456)		Qualified		97%		183	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–	–
Black or African American (104:93)		Qualified		95%		167	100	
Hispanic or Latino (147:134)		Qualified		98%		177	100	
Asian or Native Hawaiian/Other Pacific Islander (30:28)	–	–	–	–	–	–	–	–
White (209:197)		Qualified		96%		193	100	
<b>Other Groups</b>								
Students with Disabilities (74:63)		Qualified		89%		152	100	
Limited English Proficient (54:49)		Qualified		96%		182	100	
Economically Disadvantaged (189:169)		Qualified		97%		172	100	
<b>Final AYP Determination</b>	 1 of 1							

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.


<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## Secondary-Level English Language Arts
















**Accountability Status for This Subject (2006–07)**  Good Standing

**Accountability Measures** 2 of 5 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




### How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (658:259)			93%		169	147	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (44:40)			95%		143	139	
Hispanic or Latino (133:57)			87%		137	141	141    143
Asian or Native Hawaiian/Other Pacific Islander (28:21)	–	–	–	–	–	–	–    –
White (158:141)			95%		186	145	
<b>Other Groups</b>							
Students with Disabilities (10:12)	–	–	–	–	–	–	–    –
Limited English Proficient (16:12)	–	–	–	–	–	–	–    –
Economically Disadvantaged (39:39)		–	–		115	138	126    124
<b>Final AYP Determination</b>		2 of 5					

#### NOTES

- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## Secondary-Level Mathematics
















**Accountability Status for This Subject (2006–07)**  Good Standing

**Accountability Measures** 2 of 5 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




### How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
(12th Graders: 2002 Cohort) <sup>1</sup>								
<b>All Students</b> (658:259)			92%		174	139		
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (101:40)			86%		153	131		
Hispanic or Latino (133:57)			90%		147	133		
Asian or Native Hawaiian/Other Pacific Islander (28:21)	–	–	–	–	–	–	–	–
White (158:141)			96%		187	137		
<b>Other Groups</b>								
Students with Disabilities (10:12)	–	–	–	–	–	–	–	–
Limited English Proficient (16:12)	–	–	–	–	–	–	–	–
Economically Disadvantaged (39:39)		–	–		128	130	124	135
<b>Final AYP Determination</b>	 2 of 5							

#### NOTES


- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LAWRENCE UNION FREE SCHOOL DISTRICT**








## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
<b>All Students</b> (351)			88%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (59)			81%	55%		
Hispanic or Latino (60)			77%	55%		
Asian or Native Hawaiian/Other Pacific Islander (24)	–		–	–	–	–
White (208)			93%	55%		
<b>Other Groups</b>						
Students with Disabilities (44)			68%	55%		
Limited English Proficient (9)	–		–	–	–	–
Economically Disadvantaged (24)	–		–	–	–	–
<b>Final AYP Determination</b>	 1 of 1					

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## 2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

### Federal Title I Status

### New York State Status

#### Good Standing

5 schools identified 83% of total

2 SCHOOL

4 SCHOOL

5 SCHOOL

6 SCHOOL

LAWRENCE MIDDLE SCHOOL

#### Requiring Academic Progress (Year 3)















1 school identified 17% of total



LAWRENCE SENIOR HIGH SCHOOL


District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	77%			198
Grade 4	84%			201
Grade 5	81%			226
Grade 6	69%			235
Grade 7	69%			239
Grade 8	56%			248
<b>Mathematics</b>				
Grade 3	83%			224
Grade 4	79%			224
Grade 5	81%			238
Grade 6	59%			242
Grade 7	62%			241
Grade 8	56%			250
<b>Science</b>				
Grade 4	97%			225
Grade 8	71%			246

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	73%			285
Mathematics	78%			285

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
<b>Graduation Rate</b>				
2002 Cohort	79%			285

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### Average Need Districts

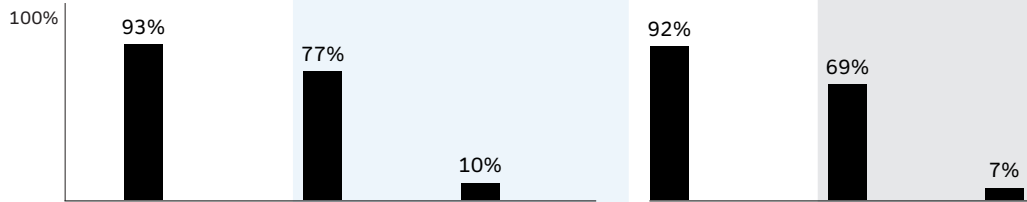
This is a school district with average student needs in relation to district resource capacity.



District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 678	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	184	152	19	184	152	19



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>198</b>	<b>93%</b>	<b>77%</b>	<b>10%</b>				
Female	91	92%	76%	12%				
Male	107	93%	78%	7%				
American Indian or Alaska Native								
Black or African American	53	89%	66%	8%				
Hispanic or Latino	53	92%	72%	6%				
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	17%				
White	86	95%	86%	13%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	163	97%	87%	12%				
Students with Disabilities	35	74%	31%	0%				
English Proficient	192	93%	76%	9%				
Limited English Proficient	6	100%	100%	17%				
Economically Disadvantaged	92	91%	71%	5%				
Not Disadvantaged	106	94%	82%	13%				
Migrant								
Not Migrant	198	93%	77%	10%				

### NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

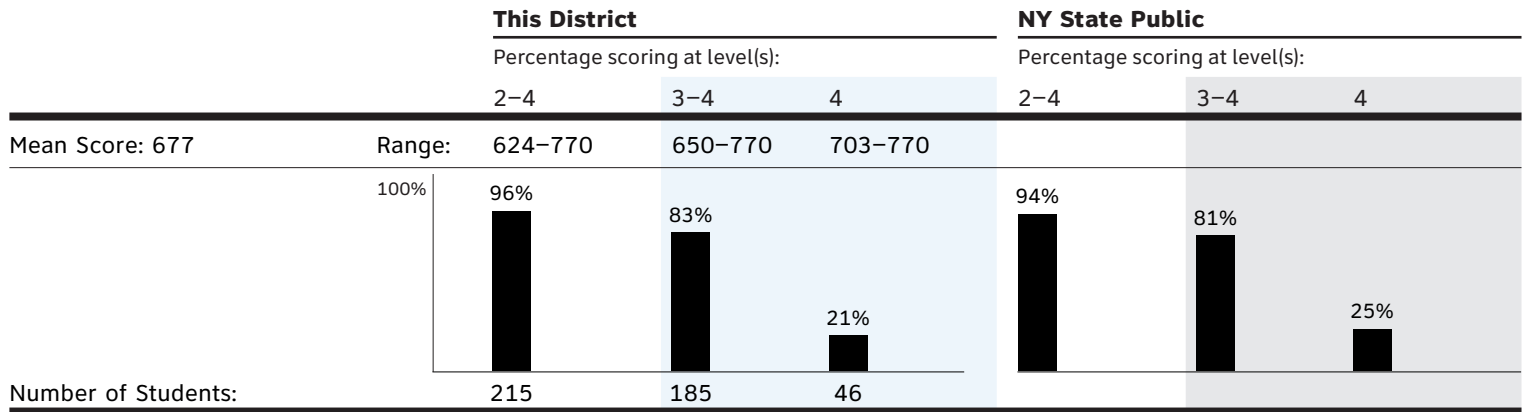
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	24	14	11	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>224</b>	<b>96%</b>	<b>83%</b>	<b>21%</b>				
Female	100	94%	79%	20%				
Male	124	98%	85%	21%				
American Indian or Alaska Native								
Black or African American	53	89%	74%	11%				
Hispanic or Latino	76	97%	83%	12%				
Asian or Native Hawaiian/Other Pacific Islander	9	100%	89%	44%				
White	86	99%	87%	31%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	187	97%	87%	22%				
Students with Disabilities	37	89%	62%	11%				
English Proficient	194	96%	82%	22%				
Limited English Proficient	30	93%	83%	13%				
Economically Disadvantaged	112	95%	79%	12%				
Not Disadvantaged	112	97%	86%	29%				
Migrant								
Not Migrant	224	96%	83%	21%				

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

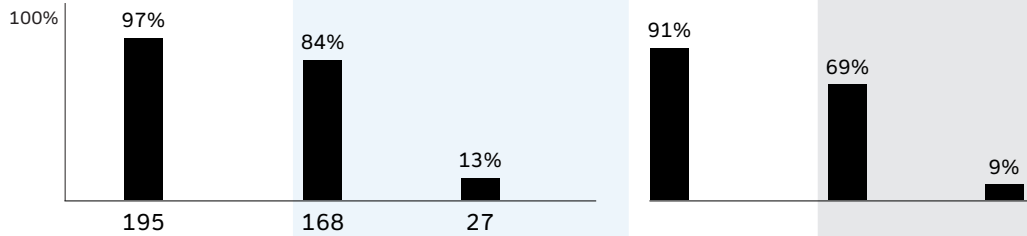
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				This test was not given in 2004-05.			

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 681	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	195	168	27	91%	69%	9%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>201</b>	<b>97%</b>	<b>84%</b>	<b>13%</b>				
Female	82	96%	85%	18%				
Male	119	97%	82%	10%				
American Indian or Alaska Native								
Black or African American	44	91%	61%	5%				
Hispanic or Latino	51	100%	86%	6%				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	100%	17%				
White	88	98%	90%	22%				
Small Group Totals								
General-Education Students	181	99%	90%	15%				
Students with Disabilities	20	80%	30%	0%				
English Proficient	179	97%	83%	15%				
Limited English Proficient	22	100%	86%	0%				
Economically Disadvantaged	78	95%	76%	6%				
Not Disadvantaged	123	98%	89%	18%				
Migrant								
Not Migrant	201	97%	84%	13%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

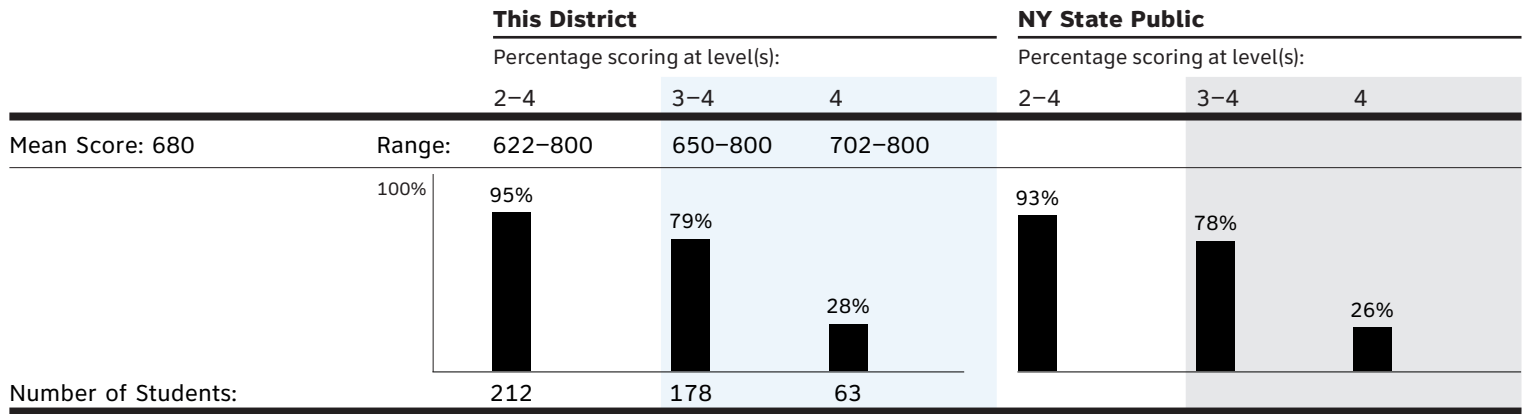
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	21	16	12	N/A	14	10	8	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>224</b>	<b>95%</b>	<b>79%</b>	<b>28%</b>				
Female	95	95%	80%	28%				
Male	129	95%	79%	28%				
American Indian or Alaska Native								
Black or African American	44	93%	59%	7%				
Hispanic or Latino	72	89%	69%	21%				
Asian or Native Hawaiian/Other Pacific Islander	20	100%	100%	45%				
White	88	99%	93%	41%				
Small Group Totals								
General-Education Students	199	96%	83%	31%				
Students with Disabilities	25	84%	48%	4%				
English Proficient	180	96%	83%	31%				
Limited English Proficient	44	89%	64%	18%				
Economically Disadvantaged	98	89%	66%	19%				
Not Disadvantaged	126	99%	90%	35%				
Migrant								
Not Migrant	224	95%	79%	28%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

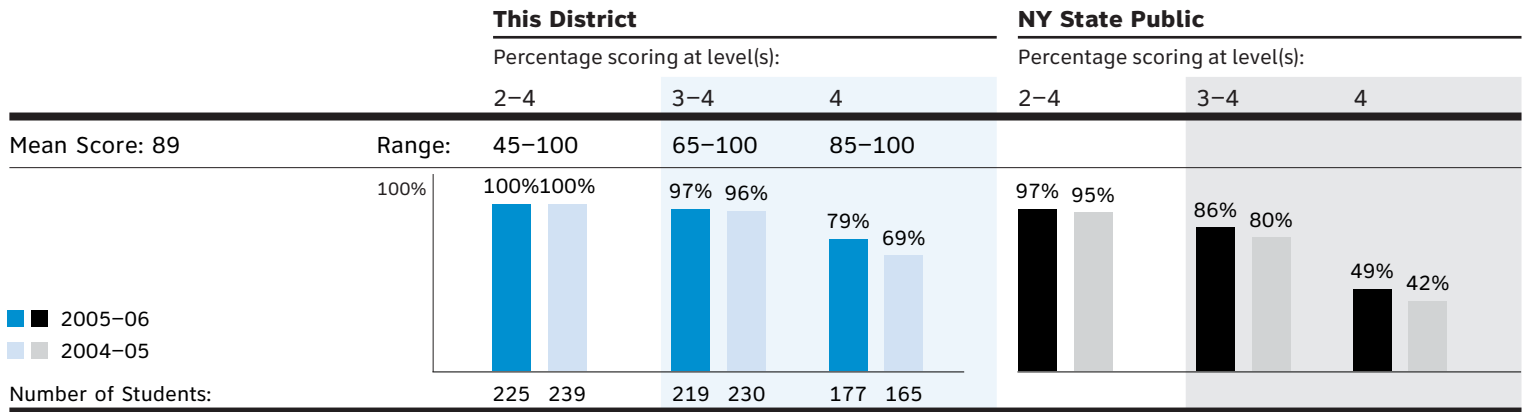
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	–	–	–	2	–	–	–

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 4 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>225</b>	<b>100%</b>	<b>97%</b>	<b>79%</b>	<b>240</b>	<b>100%</b>	<b>96%</b>	<b>69%</b>
Female	95	100%	98%	77%	112	100%	96%	67%
Male	130	100%	97%	80%	128	99%	96%	70%
American Indian or Alaska Native								
Black or African American	45	100%	98%	76%	40	100%	88%	48%
Hispanic or Latino	72	100%	96%	65%	67	99%	96%	60%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	95%	90%	18	100%	100%	83%
White	88	100%	99%	89%	115	100%	98%	79%
<b>Small Group Totals</b>								
General-Education Students	200	100%	98%	83%	204	100%	97%	71%
Students with Disabilities	25	100%	92%	48%	36	97%	92%	58%
English Proficient	182	100%	98%	82%	217	100%	96%	70%
Limited English Proficient	43	100%	93%	65%	23	96%	91%	57%
Economically Disadvantaged	99	100%	95%	65%	77	99%	94%	53%
Not Disadvantaged	126	100%	99%	90%	163	100%	97%	76%
Migrant								
Not Migrant	225	100%	97%	79%	240	100%	96%	69%

### NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	–	–	–	2	–	–	–

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 677	608-795	650-795	711-795			
	98%	81%	18%	94%	67%	12%
Number of Students:	221	184	40			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>226</b>	<b>98%</b>	<b>81%</b>	<b>18%</b>				
Female	105	97%	84%	19%				
Male	121	98%	79%	17%				
American Indian or Alaska Native								
Black or African American	47	96%	74%	6%				
Hispanic or Latino	57	96%	68%	12%				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	94%	33%				
White	104	99%	89%	23%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	195	99%	87%	21%				
Students with Disabilities	31	87%	48%	0%				
English Proficient	212	98%	83%	18%				
Limited English Proficient	14	93%	64%	14%				
Economically Disadvantaged	82	96%	67%	10%				
Not Disadvantaged	144	99%	90%	22%				
Migrant								
Not Migrant	226	98%	81%	18%				

### NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

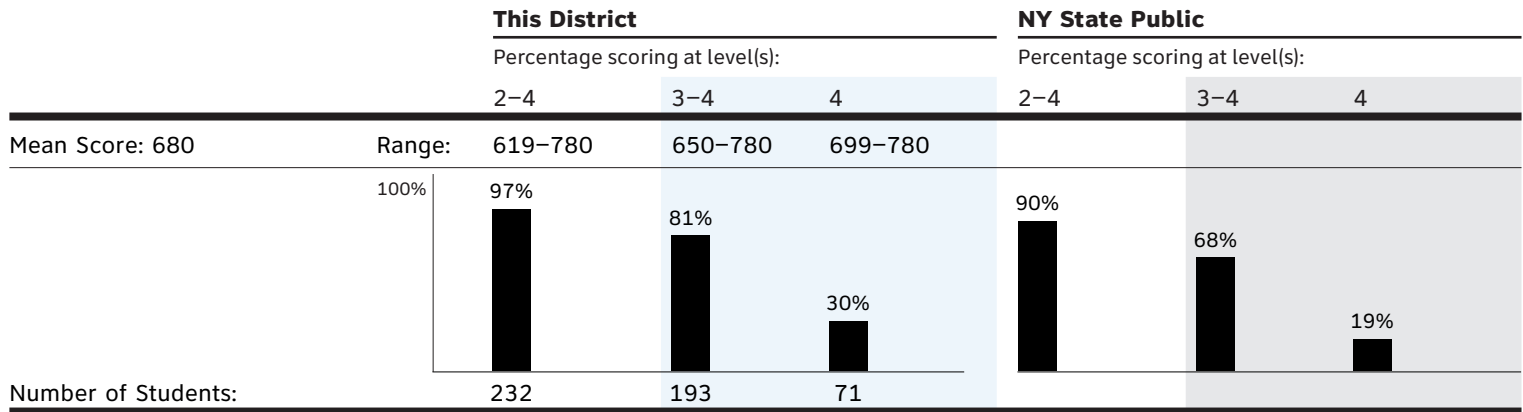
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	6	4	2	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>238</b>	<b>97%</b>	<b>81%</b>	<b>30%</b>				
Female	107	98%	80%	30%				
Male	131	97%	82%	30%				
American Indian or Alaska Native								
Black or African American	48	94%	77%	13%				
Hispanic or Latino	62	100%	71%	16%				
Asian or Native Hawaiian/Other Pacific Islander	19	100%	100%	79%				
White	109	97%	85%	37%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	207	98%	84%	33%				
Students with Disabilities	31	94%	65%	6%				
English Proficient	218	97%	83%	32%				
Limited English Proficient	20	100%	65%	10%				
Economically Disadvantaged	90	97%	72%	13%				
Not Disadvantaged	148	98%	86%	40%				
Migrant								
Not Migrant	238	97%	81%	30%				

### NOTES

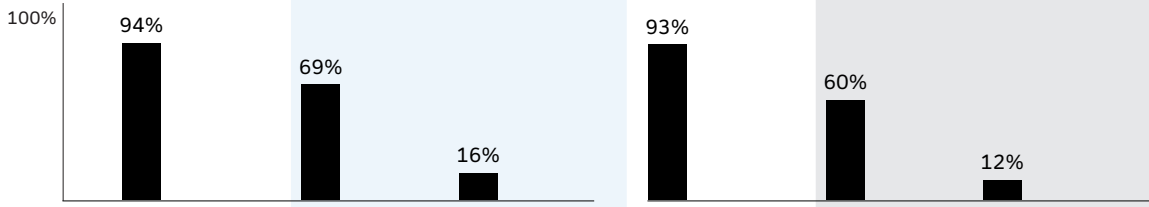
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	–	–	–	This test was not given in 2004-05.			

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 663	Range: 598-785			650-785 705-785		
						
Number of Students:	221	161	38			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>235</b>	<b>94%</b>	<b>69%</b>	<b>16%</b>				
Female	120	97%	68%	15%				
Male	115	91%	69%	17%				
American Indian or Alaska Native								
Black or African American	53	79%	43%	9%				
Hispanic or Latino	69	97%	64%	9%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	75%	25%				
White	105	99%	84%	24%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	199	99%	78%	19%				
Students with Disabilities	36	67%	14%	3%				
English Proficient	224	94%	70%	17%				
Limited English Proficient	11	100%	45%	0%				
Economically Disadvantaged	98	89%	55%	7%				
Not Disadvantaged	137	98%	78%	23%				
Migrant								
Not Migrant	235	94%	69%	16%				

### NOTES

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## Other Assessments

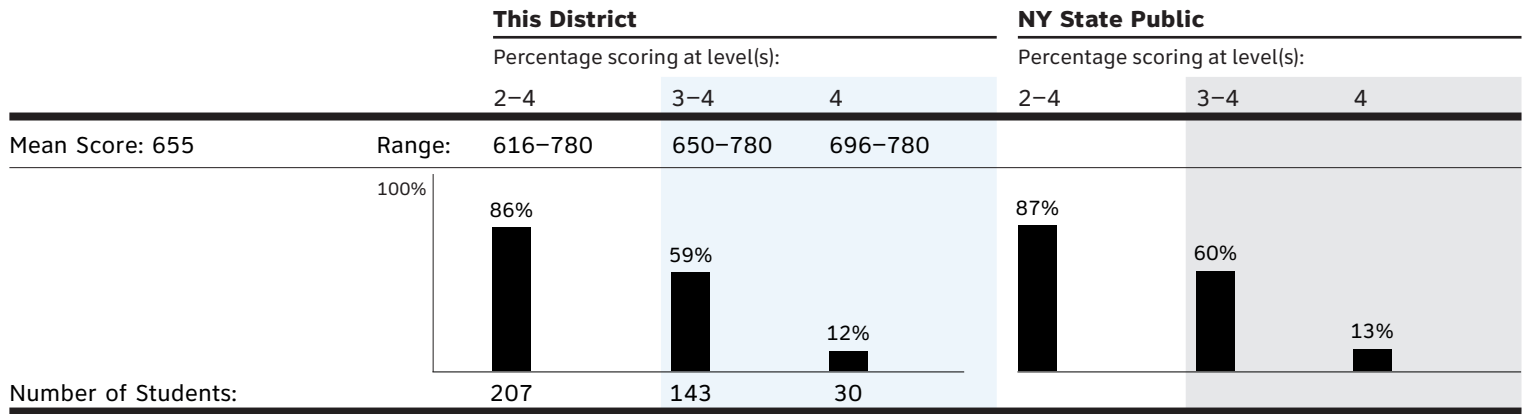
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	5	1	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	2	–	–	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.



District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>242</b>	<b>86%</b>	<b>59%</b>	<b>12%</b>				
Female	122	87%	55%	9%				
Male	120	84%	63%	16%				
American Indian or Alaska Native								
Black or African American	53	66%	42%	9%				
Hispanic or Latino	71	85%	54%	3%				
Asian or Native Hawaiian/Other Pacific Islander	9	100%	67%	33%				
White	109	94%	71%	18%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	205	93%	66%	14%				
Students with Disabilities	37	43%	22%	3%				
English Proficient	229	85%	60%	13%				
Limited English Proficient	13	92%	38%	0%				
Economically Disadvantaged	99	75%	45%	4%				
Not Disadvantaged	143	93%	69%	18%				
Migrant								
Not Migrant	242	86%	59%	12%				

### NOTES

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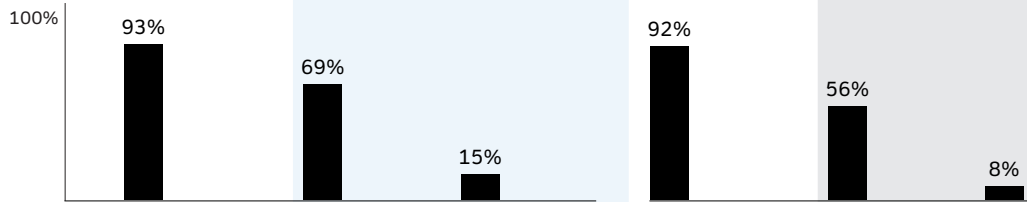
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	4	This test was not given in 2004-05.			

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 664	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	223	164	35	223	164	35



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>239</b>	<b>93%</b>	<b>69%</b>	<b>15%</b>				
Female	114	96%	73%	16%				
Male	125	90%	65%	14%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	45	82%	49%	9%				
Hispanic or Latino	68	94%	66%	4%				
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-				
White	114	97%	78%	23%	This test was not given in 2004-05.			
Small Group Totals	12	92%	67%	17%				
General-Education Students	191	99%	81%	18%				
Students with Disabilities	48	69%	21%	2%				
English Proficient	237	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	91	87%	59%	5%				
Not Disadvantaged	148	97%	74%	20%				
Migrant								
Not Migrant	239	93%	69%	15%				

### NOTES

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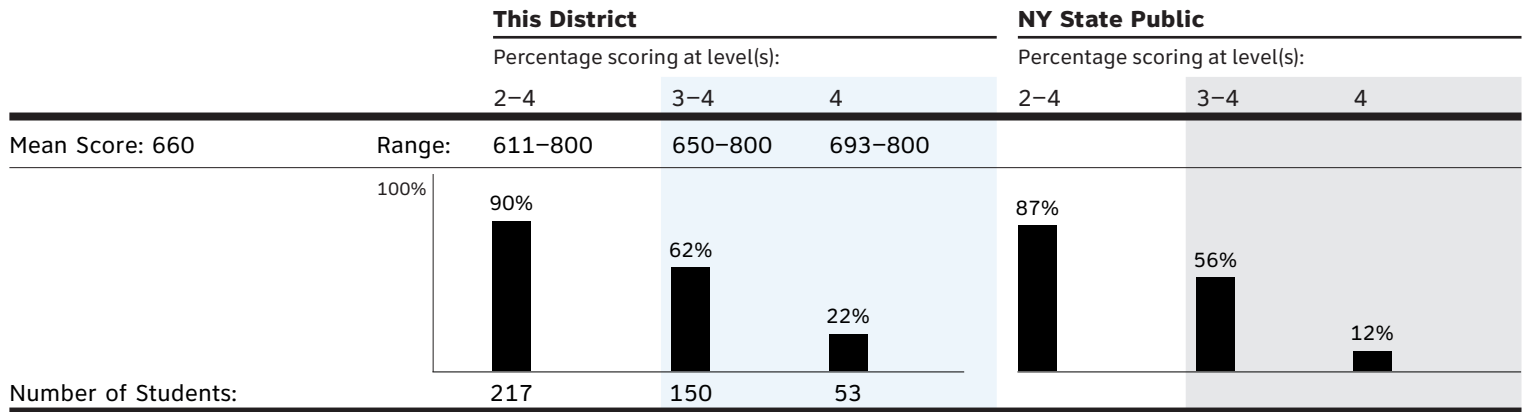
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	3	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>241</b>	<b>90%</b>	<b>62%</b>	<b>22%</b>				
Female	114	90%	67%	21%				
Male	127	90%	58%	23%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	47	77%	34%	6%				
Hispanic or Latino	69	93%	59%	13%				
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-				
White	113	94%	75%	33%	This test was not given in 2004-05.			
Small Group Totals	12	92%	67%	33%				
General-Education Students	192	98%	73%	28%				
Students with Disabilities	49	59%	18%	0%				
English Proficient	237	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	97	86%	44%	6%				
Not Disadvantaged	144	93%	74%	33%				
Migrant								
Not Migrant	241	90%	62%	22%				

### NOTES

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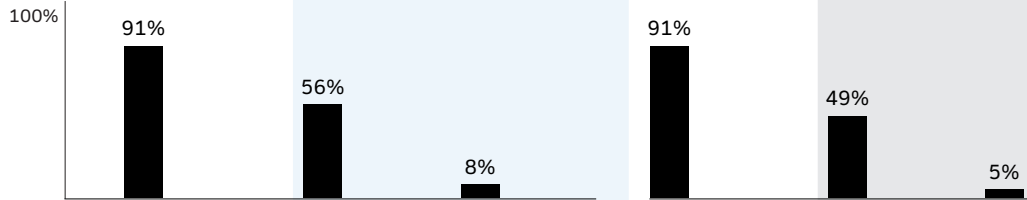
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	This test was not given in 2004-05.			

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 657	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	225	139	20	225	139	20



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>248</b>	<b>91%</b>	<b>56%</b>	<b>8%</b>				
Female	123	91%	62%	11%				
Male	125	90%	50%	5%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	56	80%	36%	4%				
Hispanic or Latino	68	87%	31%	6%				
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-				
White	111	98%	78%	9%				
Small Group Totals	13	92%	85%	31%				
General-Education Students	206	96%	64%	9%				
Students with Disabilities	42	64%	17%	2%				
English Proficient	244	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	84	82%	32%	2%				
Not Disadvantaged	164	95%	68%	11%				
Migrant								
Not Migrant	248	91%	56%	8%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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## Other Assessments

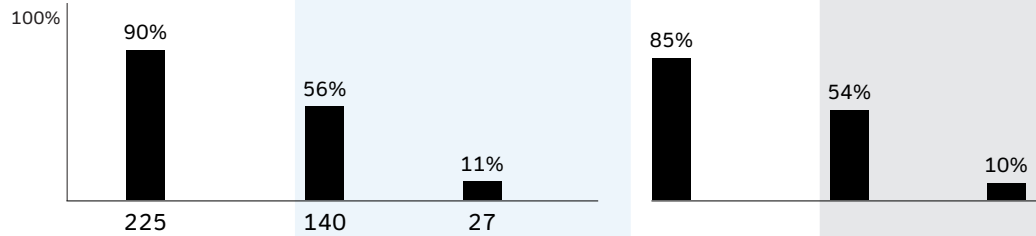
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	5	4	4	N/A	4	-	-	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 654	616-775	650-775	701-775			
Range:						
Number of Students:	225	140	27			



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>250</b>	<b>90%</b>	<b>56%</b>	<b>11%</b>				
Female	121	92%	58%	10%				
Male	129	88%	54%	12%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	55	78%	29%	0%				
Hispanic or Latino	72	88%	42%	1%				
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-				
White	110	96%	75%	19%				
Small Group Totals	13	100%	85%	38%				
General-Education Students	210	95%	62%	13%				
Students with Disabilities	40	65%	25%	0%				
English Proficient	241	90%	56%	11%				
Limited English Proficient	9	89%	67%	0%				
Economically Disadvantaged	85	85%	40%	1%				
Not Disadvantaged	165	93%	64%	16%				
Migrant								
Not Migrant	250	90%	56%	11%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

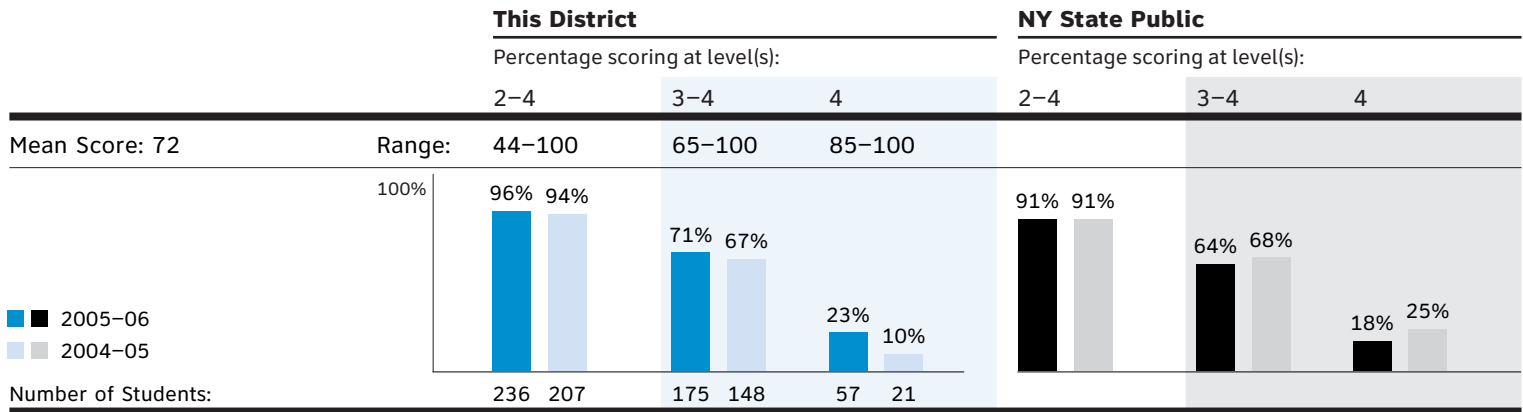
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	0			

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 8 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>246</b>	<b>96%</b>	<b>71%</b>	<b>23%</b>	<b>221</b>	<b>94%</b>	<b>67%</b>	<b>10%</b>
Female	122	95%	68%	20%	108	96%	69%	6%
Male	124	97%	74%	27%	113	91%	65%	12%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	52	88%	48%	4%	48	88%	46%	2%
Hispanic or Latino	71	96%	58%	6%	59	93%	59%	2%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	9	-	-	-
White	109	99%	89%	42%	104	97%	79%	15%
Small Group Totals	14	100%	86%	36%	10	90%	90%	30%
General-Education Students	211	98%	78%	27%	170	98%	76%	12%
Students with Disabilities	35	86%	31%	3%	51	80%	35%	0%
English Proficient	237	96%	73%	24%	215	93%	68%	10%
Limited English Proficient	9	100%	22%	0%	6	100%	33%	0%
Economically Disadvantaged	84	92%	49%	11%	77	88%	53%	4%
Not Disadvantaged	162	98%	83%	30%	144	97%	74%	13%
Migrant								
Not Migrant	246	96%	71%	23%	221	94%	67%	10%

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	0			
Regents Science	0				51	51	51	29

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

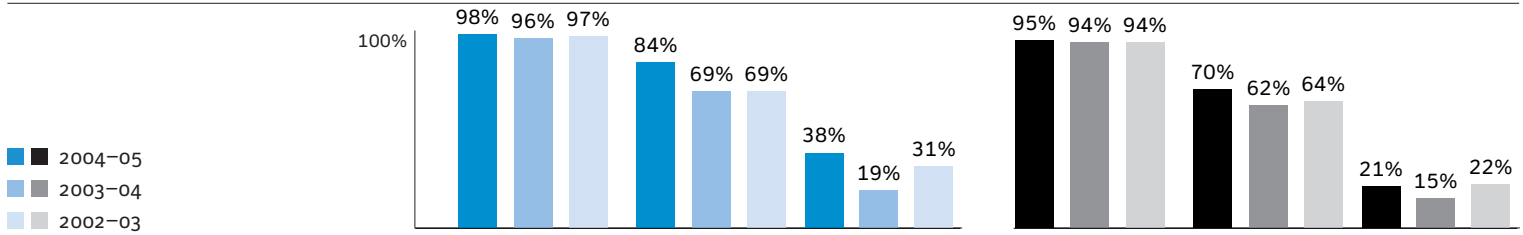
Percentage scoring at level(s):

2-4                      3-4                      4  
Range: 603-800      645-800              692-800

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	5	32	106	89	232	684
Feb 2004	8	58	108	42	216	665
Feb 2003	7	67	89	72	235	667

### Grade 8

#### This School

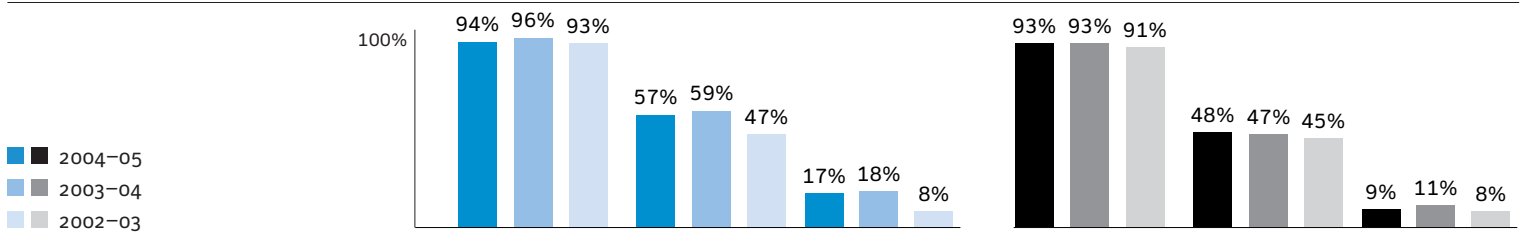
Percentage scoring at level(s):

2-4                      3-4                      4  
Range: 658-830      697-830              737-830

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	17	105	114	47	283	707
Jan 2004	11	106	117	50	284	710
Jan 2003	22	137	118	25	302	698

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

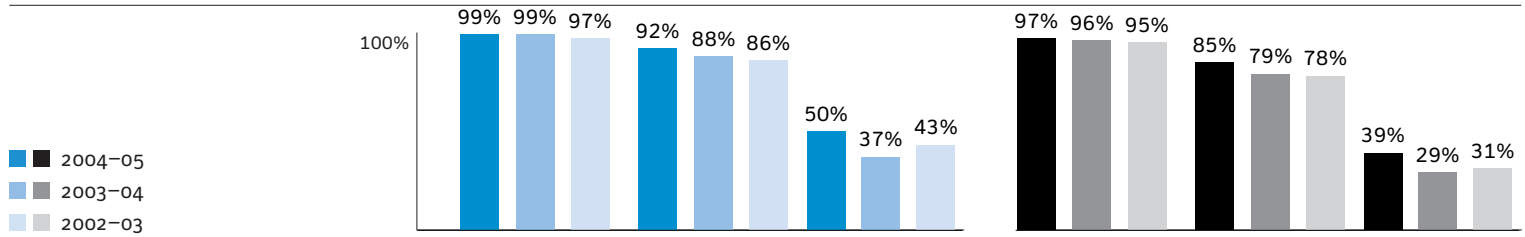
Percentage scoring at level(s):

2-4                      3-4                      4  
Range: 602-810      637-810              678-810

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	2	18	101	122	243	678
May 2004	2	25	116	83	226	672
May 2003	7	29	110	111	257	671

### Grade 8

#### This School

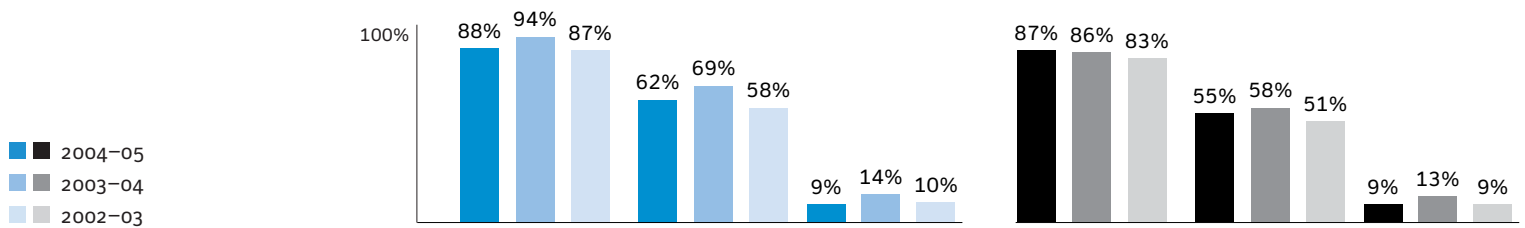
Percentage scoring at level(s):

2-4                      3-4                      4  
Range: 681-882      716-882              760-882

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	35	75	153	25	288	719
May 2004	18	70	158	39	285	727
May 2003	40	93	150	30	313	718



District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

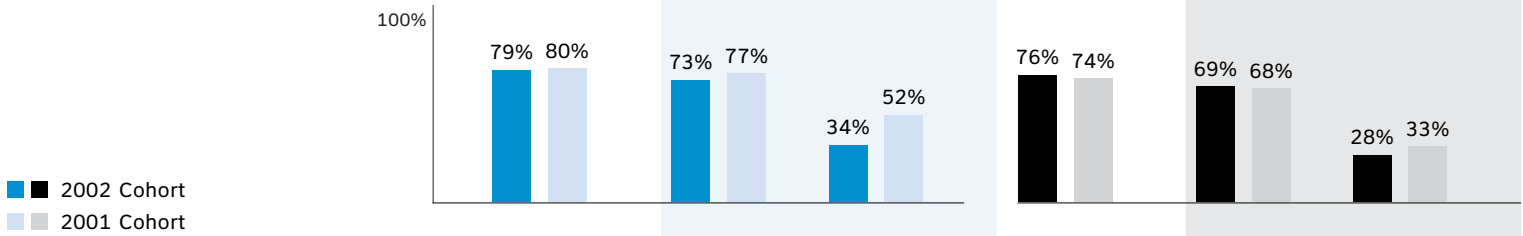
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>285</b>	<b>79%</b>	<b>73%</b>	<b>34%</b>	<b>376</b>	<b>80%</b>	<b>77%</b>	<b>52%</b>
Female	146	85%	80%	40%	177	88%	85%	63%
Male	139	73%	66%	27%	199	73%	70%	42%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	49	55%	51%	6%	62	66%	61%	27%
Hispanic or Latino	65	66%	52%	9%	69	70%	64%	30%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	95%	55%	24	92%	92%	50%
White	149	90%	87%	50%	221	86%	85%	66%
<b>Small Group Totals</b>								
General-Education Students	262	85%	79%	37%	320	88%	85%	60%
Students with Disabilities	23	13%	9%	0%	56	36%	34%	5%
English Proficient	271	81%	75%	35%	367	81%	78%	53%
Limited English Proficient	14	50%	36%	0%	9	33%	33%	0%
Economically Disadvantaged	40	58%	48%	5%	-	-	-	-
Not Disadvantaged	245	83%	78%	38%	-	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	285	79%	73%	34%	-	-	-	-

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	1	0

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

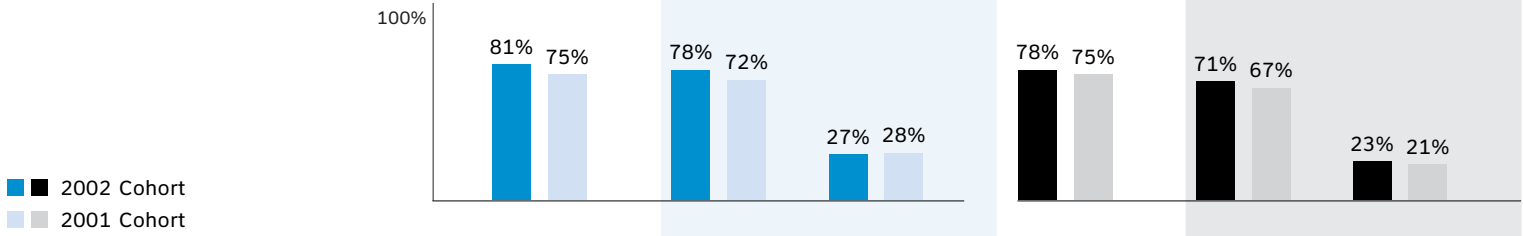
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>285</b>	<b>81%</b>	<b>78%</b>	<b>27%</b>	<b>376</b>	<b>75%</b>	<b>72%</b>	<b>28%</b>
Female	146	86%	83%	31%	177	79%	75%	30%
Male	139	76%	72%	22%	199	72%	69%	27%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	49	61%	51%	8%	62	56%	52%	10%
Hispanic or Latino	65	68%	63%	9%	69	68%	62%	9%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	100%	27%	24	83%	83%	33%
White	149	91%	89%	40%	221	82%	80%	39%
Small Group Totals								
General-Education Students	262	87%	83%	29%	320	83%	80%	32%
Students with Disabilities	23	22%	17%	0%	56	34%	29%	7%
English Proficient	271	82%	79%	28%	367	76%	73%	29%
Limited English Proficient	14	64%	57%	0%	9	44%	33%	0%
Economically Disadvantaged	40	63%	53%	5%	-	-	-	-
Not Disadvantaged	245	84%	82%	30%	-	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	285	81%	78%	27%	-	-	-	-

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	1	0

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

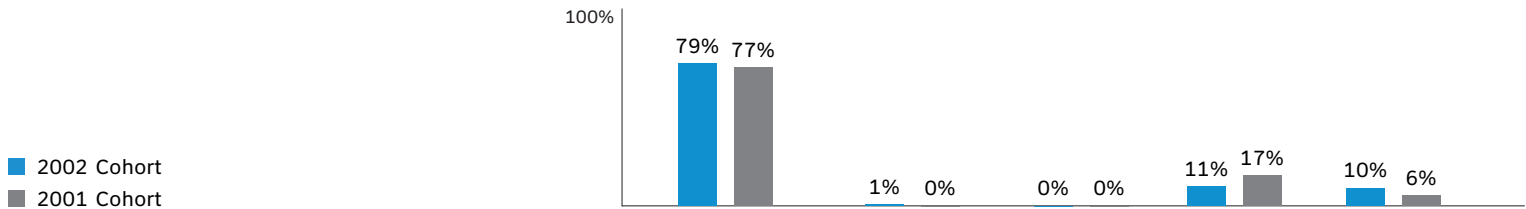
District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

## Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	2002	285	79%	1%	0%	11%	10%
	2001	376	77%	0%	0%	17%	6%
Female	2002	146	84%	0%	0%	7%	10%
	2001	177	80%	0%	0%	16%	3%
Male	2002	139	73%	1%	1%	14%	10%
	2001	199	74%	0%	0%	18%	8%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	49	61%	0%	0%	20%	18%
	2001	62	74%	0%	0%	21%	5%
Hispanic or Latino	2002	65	62%	3%	0%	20%	15%
	2001	69	54%	0%	0%	30%	16%
Asian or Native Hawaiian/Other Pacific Islander	2002	22	95%	0%	0%	0%	5%
White	2002	149	89%	0%	1%	5%	5%
	2001	221	86%	0%	0%	11%	3%
<b>Small Group Totals</b>							
General-Education Students	2002	262	85%	0%	0%	8%	6%
	2001	320	81%	0%	0%	14%	5%
Students with Disabilities	2002	23	4%	9%	4%	35%	48%
	2001	56	55%	0%	0%	34%	11%
English Proficient	2002	271	80%	1%	0%	10%	9%
	2001	367	78%	0%	0%	17%	5%
Limited English Proficient	2002	14	50%	0%	0%	29%	21%
	2001	9	33%	0%	0%	44%	22%
Economically Disadvantaged	2002	40	65%	3%	3%	30%	0%
	2001	10	50%	0%	0%	30%	0%
Not Disadvantaged	2002	245	81%	0%	0%	7%	11%
	2001	216	78%	0%	0%	14%	5%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	285	79%	1%	0%	11%	10%
	2001	376	77%	0%	0%	17%	6%

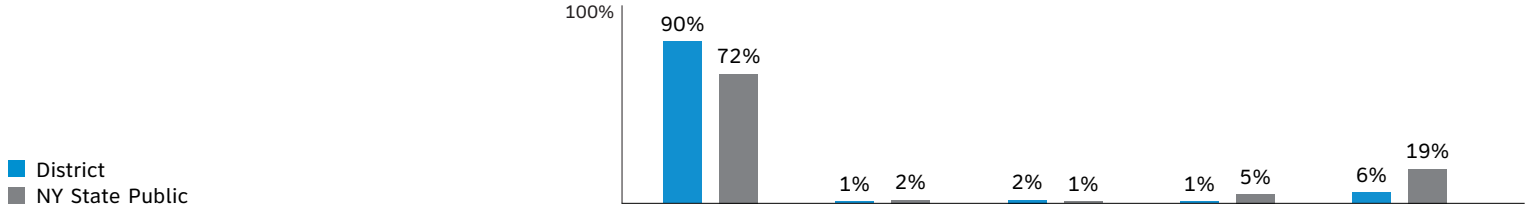
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District **LAWRENCE UNION FREE SCHOOL DISTRICT**

## Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>365</b>	<b>90%</b>	<b>1%</b>	<b>2%</b>	<b>1%</b>	<b>6%</b>
Female	172	94%	1%	1%	1%	3%
Male	193	87%	1%	2%	2%	9%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	59	88%	3%	2%	0%	7%
Hispanic or Latino	67	78%	0%	0%	4%	18%
Asian or Native Hawaiian/Other Pacific Islander	24	92%	0%	4%	0%	4%
White	215	94%	0%	2%	1%	3%
<b>Small Group Totals</b>						
General-Education Students	321	92%	0%	2%	2%	5%
Students with Disabilities	44	80%	5%	2%	0%	14%
English Proficient	356	91%	1%	2%	1%	6%
Limited English Proficient	9	67%	0%	0%	11%	22%
Economically Disadvantaged	26	85%	0%	0%	4%	12%
Not Disadvantaged	339	91%	1%	2%	1%	6%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	365	90%	1%	2%	1%	6%

### NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.