



# The New York State Report Card 2011–12

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**  
District **LAURENS CENTRAL SCHOOL  
DISTRICT**  
Principal **BILL DORRITIE**  
Telephone **(607) 432-2050**  
Grades **K-12**

The New York State 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 school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or 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 supports.

## This report includes:

- 1 Profile**  
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**  
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**  
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

# 1 Profile

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	22	28	27
Grade 1	26	22	25
Grade 2	24	17	21
Grade 3	27	24	16
Grade 4	33	29	24
Grade 5	33	25	29
Grade 6	23	31	26
Ungraded Elementary	1	0	0
Grade 7	32	26	28
Grade 8	34	27	23
Grade 9	34	34	26
Grade 10	26	30	31
Grade 11	28	25	31
Grade 12	30	29	26
Ungraded Secondary	1	0	0
<b>Total K-12</b>	<b>374</b>	<b>347</b>	<b>333</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>	<b>15</b>	<b>13</b>	<b>14</b>
<b>Grade 8</b>			
English	14	13	12
Mathematics	16	14	12
Science	16	14	12
Social Studies	17	13	12
<b>Grade 10</b>			
English	16	14	14
Mathematics	13	16	10
Science		20	16
Social Studies	11	14	14

## 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 school's and 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 school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## 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.

# 1 Profile

School **LAURENS CENTRAL SCHOOL**  
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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	117	31%	124	36%	121	36%
Reduced Price Lunch	60	16%	42	12%	59	18%
Limited English Proficient	1	0%	1	0%	1	0%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	1	0%	1	0%	1	0%
Black or African American	15	4%	3	1%	1	0%
Hispanic or Latino	11	3%	15	4%	15	5%
Asian or Native Hawaiian/Other Pacific Islander	4	1%	2	1%	3	1%
White	343	92%	326	94%	311	93%
Multiracial	0	0%	0	0%	2	1%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		92%		99%		94%
Student Suspensions	20	5%	9	2%	18	5%

## 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.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was 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 the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*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.

# 1 Profile

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	41	42	40
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	20%	14%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	12%	14%	15%
<b>Total Number of Core Classes</b>	117	116	120
Percent Not Taught by Highly Qualified Teachers in This School*	5%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	5%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	162	164	155
Percent Taught by Teachers Without Appropriate Certification	4%	0%	5%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	14%	11%	36%
Turnover Rate of All Teachers	12%	7%	14%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	4	5	7
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*High-poverty* and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## 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.

## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

### **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

#### **English Language Arts**

##### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

#### **Mathematics**

##### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

##### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

##### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

##### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

### **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

### **New York State English as a Second Language Achievement Tests (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

### **Secondary-Level Cohorts**

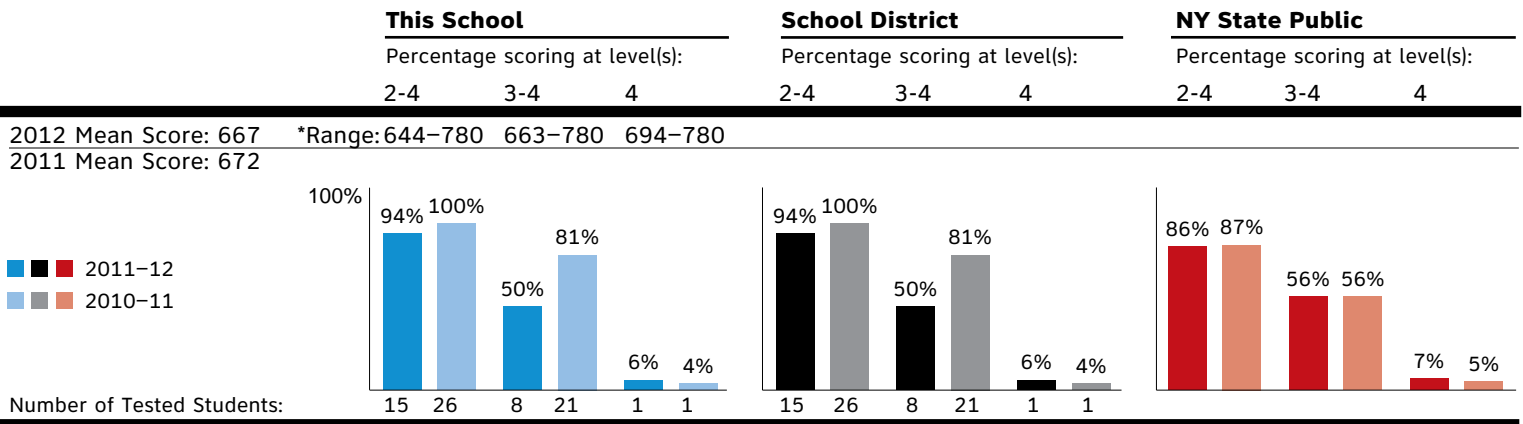
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

### Results in Grade 3 English Language Arts



#### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	16	94%	50%	6%	26	100%	81%	4%
Female	8	100%	50%	13%	15	100%	87%	7%
Male	8	88%	50%	0%	11	100%	73%	0%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	2	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	14	–	–	–	23	–	–	–
Multiracial								
Small Group Totals	16	94%	50%	6%	26	100%	81%	4%
General-Education Students	12	–	–	–	24	–	–	–
Students with Disabilities	4	–	–	–	2	–	–	–
English Proficient	16	94%	50%	6%	26	100%	81%	4%
Limited English Proficient								
Economically Disadvantaged	9	89%	22%	0%	15	100%	73%	0%
Not Disadvantaged	7	100%	86%	14%	11	100%	91%	9%
Migrant								
Not Migrant	16	94%	50%	6%	26	100%	81%	4%

#### NOTES

The – symbol indicates that data for a group of students have 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.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

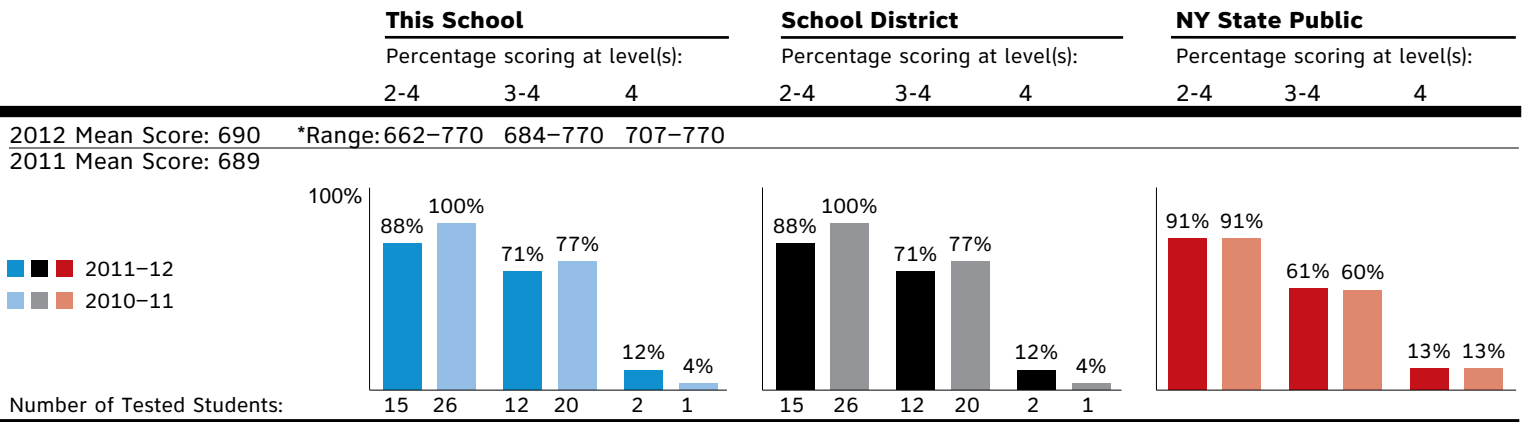
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
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District **LAURENS CENTRAL SCHOOL DISTRICT**

### Results in Grade 3 Mathematics



#### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	17	88%	71%	12%	26	100%	77%	4%
Female	9	89%	78%	22%	15	100%	60%	0%
Male	8	88%	63%	0%	11	100%	100%	9%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	2	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	15	–	–	–	23	–	–	–
Multiracial								
Small Group Totals	17	88%	71%	12%	26	100%	77%	4%
General-Education Students	13	–	–	–	24	–	–	–
Students with Disabilities	4	–	–	–	2	–	–	–
English Proficient	17	88%	71%	12%	26	100%	77%	4%
Limited English Proficient								
Economically Disadvantaged	10	80%	50%	0%	15	100%	67%	0%
Not Disadvantaged	7	100%	100%	29%	11	100%	91%	9%
Migrant								
Not Migrant	17	88%	71%	12%	26	100%	77%	4%

#### NOTES

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

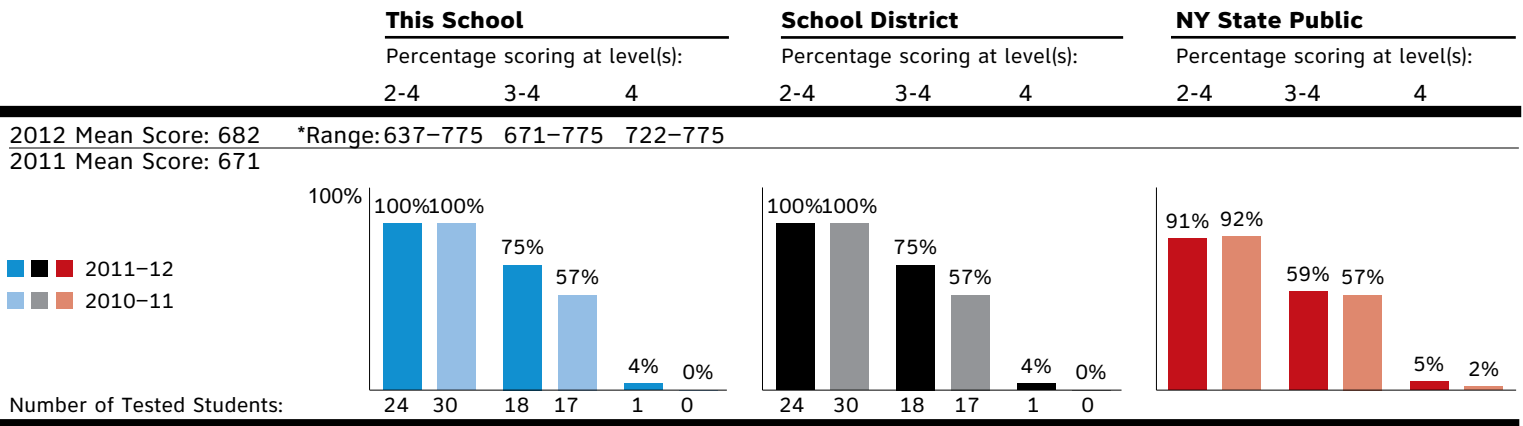


## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

### Results in Grade 4 English Language Arts



#### Results by Student Group

	2011–12 School Year				2010–11 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
All Students	24	100%	75%	4%	30	100%	57%	0%
Female	12	100%	75%	0%	19	100%	53%	0%
Male	12	100%	75%	8%	11	100%	64%	0%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	3	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander								
White	21	–	–	–	30	100%	57%	0%
Multiracial								
Small Group Totals	24	100%	75%	4%				
General-Education Students	22	–	–	–	29	–	–	–
Students with Disabilities	2	–	–	–	1	–	–	–
English Proficient	24	100%	75%	4%	30	100%	57%	0%
Limited English Proficient								
Economically Disadvantaged	12	100%	67%	0%	16	100%	50%	0%
Not Disadvantaged	12	100%	83%	8%	14	100%	64%	0%
Migrant								
Not Migrant	24	100%	75%	4%	30	100%	57%	0%

#### NOTES

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Other Assessments	2011–12 School Year				2010–11 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	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

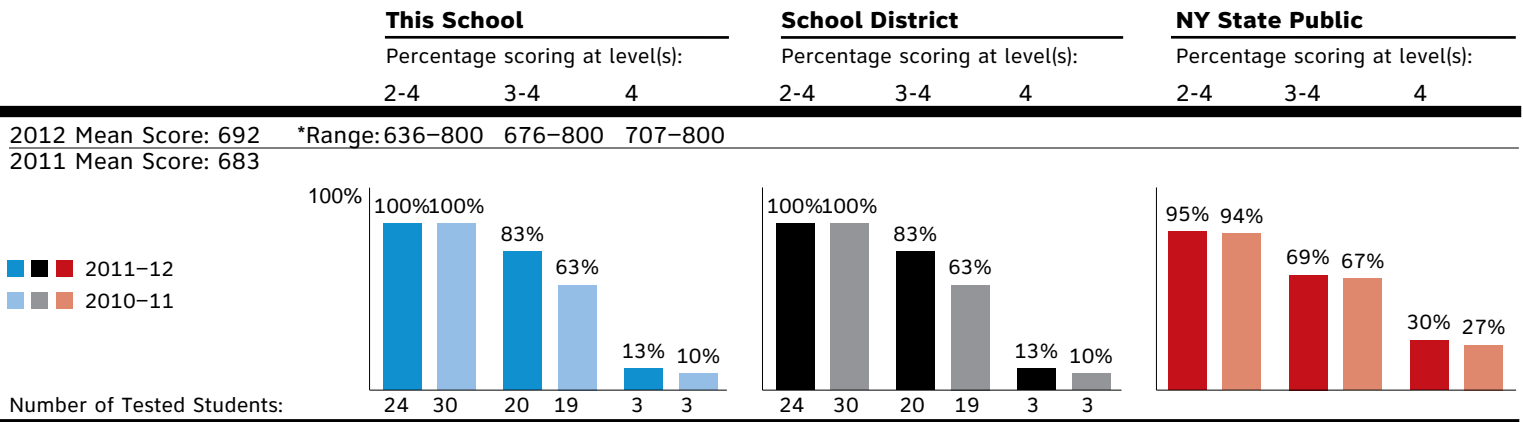


## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

### Results in Grade 4 Mathematics



#### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	24	100%	83%	13%	30	100%	63%	10%
Female	12	100%	75%	8%	19	100%	58%	5%
Male	12	100%	92%	17%	11	100%	73%	18%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	3	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander								
White	21	–	–	–	30	100%	63%	10%
Multiracial								
Small Group Totals	24	100%	83%	13%				
General-Education Students	22	–	–	–	29	–	–	–
Students with Disabilities	2	–	–	–	1	–	–	–
English Proficient	24	100%	83%	13%	30	100%	63%	10%
Limited English Proficient								
Economically Disadvantaged	12	100%	67%	8%	16	100%	56%	6%
Not Disadvantaged	12	100%	100%	17%	14	100%	71%	14%
Migrant								
Not Migrant	24	100%	83%	13%	30	100%	63%	10%

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#### Other

#### Assessments

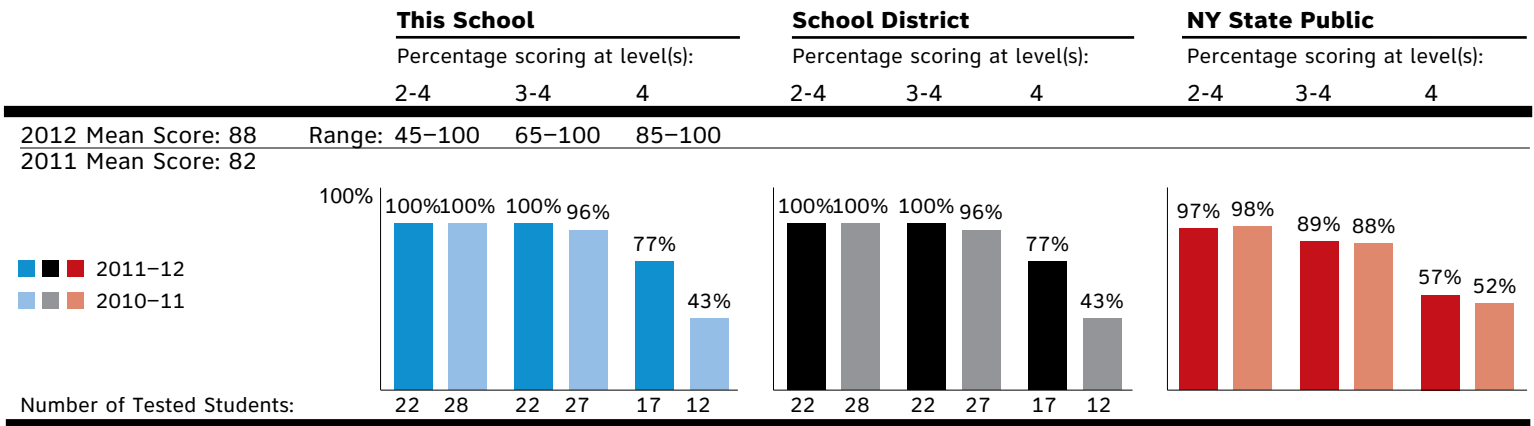
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

### Results in Grade 4 Science



#### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	22	100%	100%	77%	28	100%	96%	43%
Female	11	100%	100%	82%	17	100%	94%	35%
Male	11	100%	100%	73%	11	100%	100%	55%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander								
White	20	–	–	–	28	100%	96%	43%
Multiracial								
Small Group Totals	22	100%	100%	77%				
General-Education Students	20	–	–	–	27	–	–	–
Students with Disabilities	2	–	–	–	1	–	–	–
English Proficient	22	100%	100%	77%	28	100%	96%	43%
Limited English Proficient								
Economically Disadvantaged	10	100%	100%	80%	14	100%	93%	43%
Not Disadvantaged	12	100%	100%	75%	14	100%	100%	43%
Migrant								
Not Migrant	22	100%	100%	77%	28	100%	96%	43%

#### NOTES

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#### Other Assessments

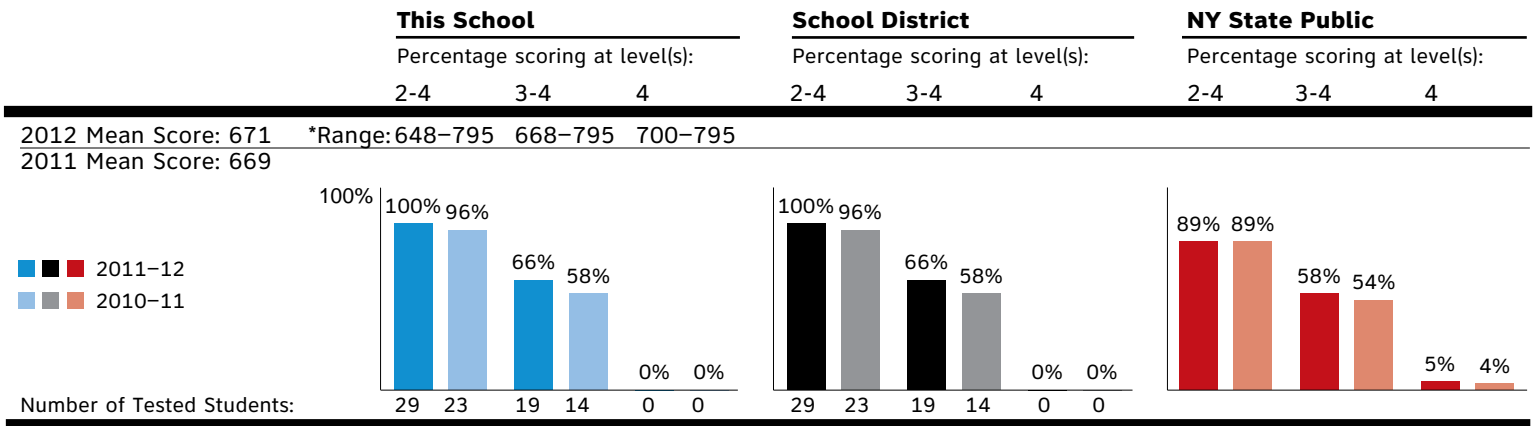
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

# 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

## Results in Grade 5 English Language Arts



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	29	100%	66%	0%	24	96%	58%	0%
Female	18	100%	56%	0%	12	100%	67%	0%
Male	11	100%	82%	0%	12	92%	50%	0%
American Indian or Alaska Native					1	–	–	–
Black or African American								
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	29	100%	66%	0%	22	–	–	–
Multiracial								
Small Group Totals					24	96%	58%	0%
General-Education Students	28	–	–	–	22	–	–	–
Students with Disabilities	1	–	–	–	2	–	–	–
English Proficient	29	100%	66%	0%	24	96%	58%	0%
Limited English Proficient								
Economically Disadvantaged	15	100%	67%	0%	13	92%	38%	0%
Not Disadvantaged	14	100%	64%	0%	11	100%	82%	0%
Migrant								
Not Migrant	29	100%	66%	0%	24	96%	58%	0%

### NOTES

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

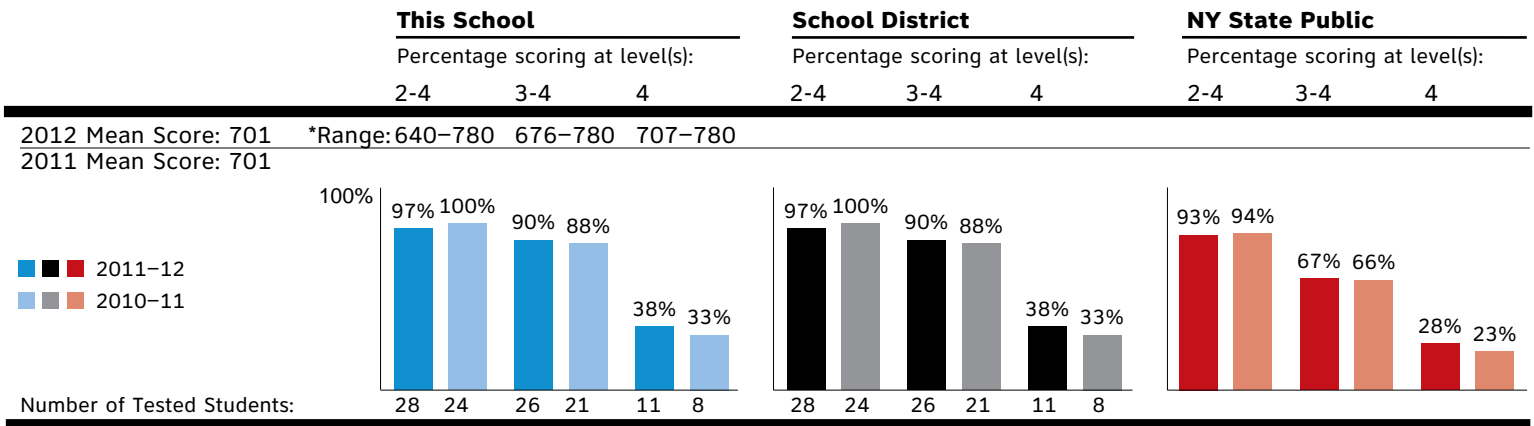
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

### Results in Grade 5 Mathematics



#### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	29	97%	90%	38%	24	100%	88%	33%
Female	18	94%	83%	33%	12	100%	92%	33%
Male	11	100%	100%	45%	12	100%	83%	33%
American Indian or Alaska Native					1	–	–	–
Black or African American								
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	29	97%	90%	38%	22	–	–	–
Multiracial								
Small Group Totals					24	100%	88%	33%
General-Education Students	28	–	–	–	22	–	–	–
Students with Disabilities	1	–	–	–	2	–	–	–
English Proficient	29	97%	90%	38%	24	100%	88%	33%
Limited English Proficient								
Economically Disadvantaged	15	93%	80%	20%	13	100%	77%	23%
Not Disadvantaged	14	100%	100%	57%	11	100%	100%	45%
Migrant								
Not Migrant	29	97%	90%	38%	24	100%	88%	33%

#### NOTES

The - symbol indicates that data for a group of students have 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.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

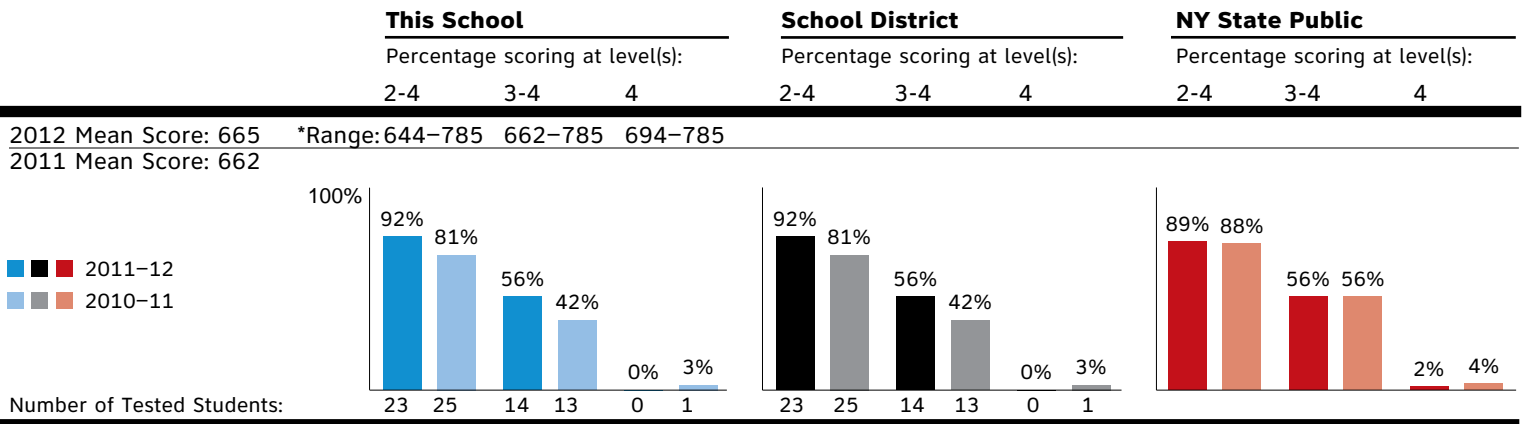
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			

# 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

## Results in Grade 6 English Language Arts



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	25	92%	56%	0%	31	81%	42%	3%
Female	12	100%	67%	0%	11	82%	55%	0%
Male	13	85%	46%	0%	20	80%	35%	5%
American Indian or Alaska Native	1	–	–	–				
Black or African American					1	–	–	–
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander								
White	23	–	–	–	30	–	–	–
Multiracial								
Small Group Totals	25	92%	56%	0%	31	81%	42%	3%
General-Education Students	21	–	–	–	21	95%	57%	5%
Students with Disabilities	4	–	–	–	10	50%	10%	0%
English Proficient	25	92%	56%	0%	31	81%	42%	3%
Limited English Proficient								
Economically Disadvantaged	14	86%	43%	0%	15	67%	27%	0%
Not Disadvantaged	11	100%	73%	0%	16	94%	56%	6%
Migrant								
Not Migrant	25	92%	56%	0%	31	81%	42%	3%

### NOTES

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

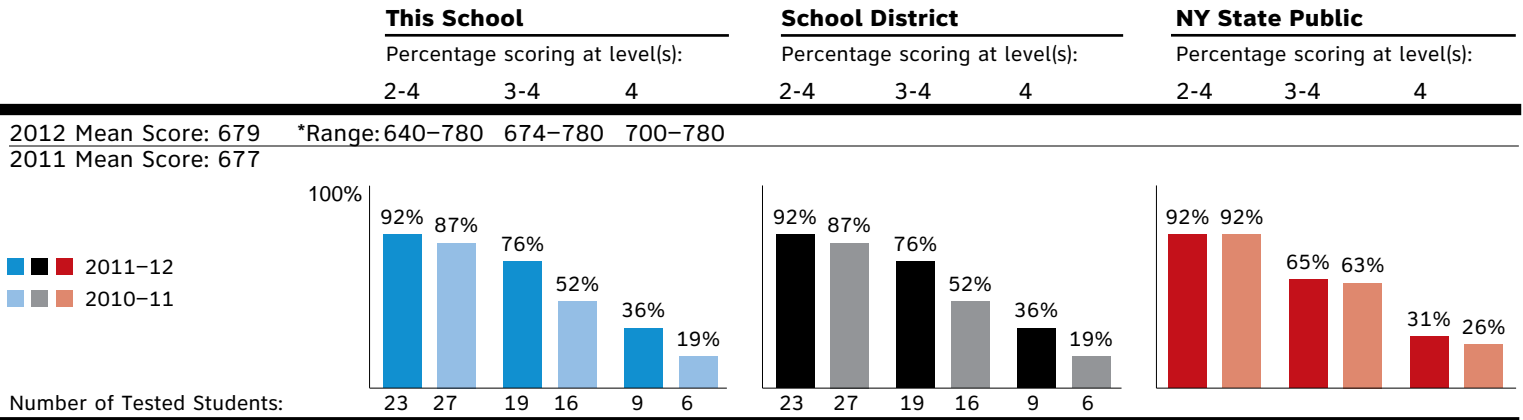
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

### Results in Grade 6 Mathematics



#### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	25	92%	76%	36%	31	87%	52%	19%
Female	12	100%	92%	50%	11	91%	64%	36%
Male	13	85%	62%	23%	20	85%	45%	10%
American Indian or Alaska Native	1	–	–	–				
Black or African American					1	–	–	–
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander								
White	23	–	–	–	30	–	–	–
Multiracial								
Small Group Totals	25	92%	76%	36%	31	87%	52%	19%
General-Education Students	21	–	–	–	21	100%	71%	29%
Students with Disabilities	4	–	–	–	10	60%	10%	0%
English Proficient	25	92%	76%	36%	31	87%	52%	19%
Limited English Proficient								
Economically Disadvantaged	14	86%	64%	36%	15	73%	27%	7%
Not Disadvantaged	11	100%	91%	36%	16	100%	75%	31%
Migrant								
Not Migrant	25	92%	76%	36%	31	87%	52%	19%

#### NOTES

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#### Other

#### Assessments

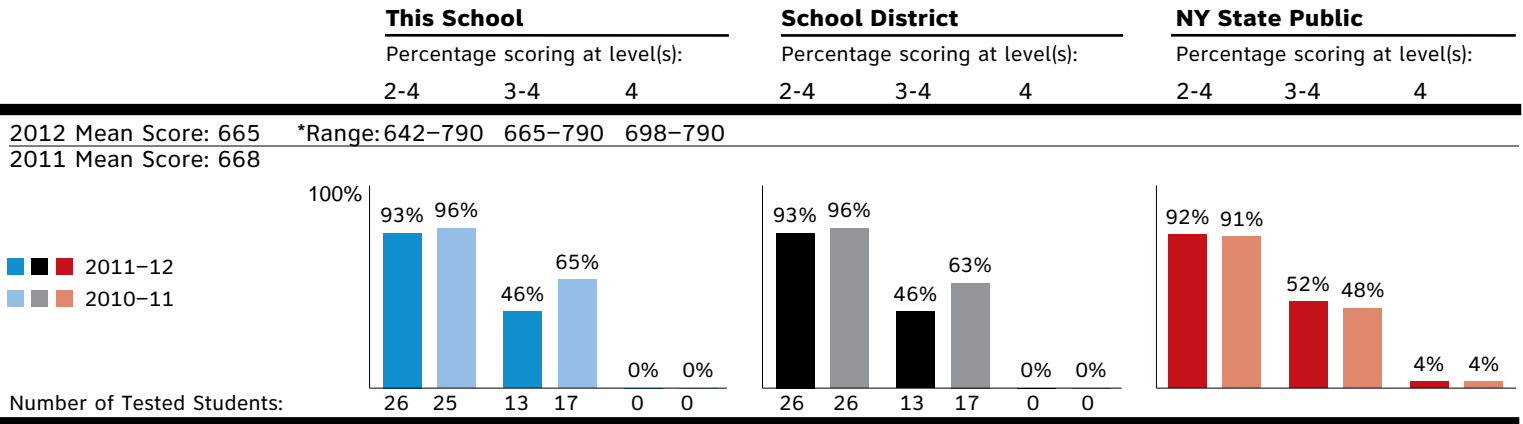
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			

# 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

## Results in Grade 7 English Language Arts



### Results by Student Group

	2011–12 School Year				2010–11 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
All Students	28	93%	46%	0%	26	96%	65%	0%
Female	11	100%	64%	0%	10	90%	80%	0%
Male	17	88%	35%	0%	16	100%	56%	0%
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	27	–	–	–	25	–	–	–
Multiracial								
Small Group Totals	28	93%	46%	0%	26	96%	65%	0%
General-Education Students	20	100%	60%	0%	21	100%	81%	0%
Students with Disabilities	8	75%	13%	0%	5	80%	0%	0%
English Proficient	28	93%	46%	0%	26	96%	65%	0%
Limited English Proficient								
Economically Disadvantaged	10	90%	20%	0%	17	94%	53%	0%
Not Disadvantaged	18	94%	61%	0%	9	100%	89%	0%
Migrant								
Not Migrant	28	93%	46%	0%	26	96%	65%	0%

### NOTES

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 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	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

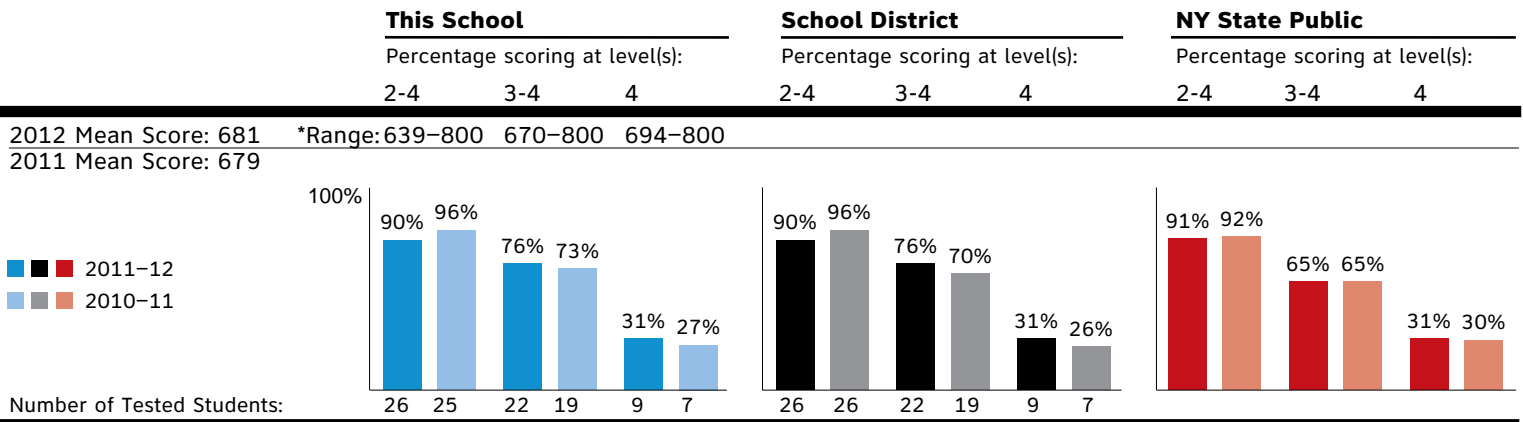


# 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

## Results in Grade 7 Mathematics



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	29	90%	76%	31%	26	96%	73%	27%
Female	12	92%	83%	33%	10	90%	90%	10%
Male	17	88%	71%	29%	16	100%	63%	38%
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	28	–	–	–	25	–	–	–
Multiracial								
Small Group Totals	29	90%	76%	31%	26	96%	73%	27%
General-Education Students	20	100%	100%	45%	21	100%	86%	33%
Students with Disabilities	9	67%	22%	0%	5	80%	20%	0%
English Proficient	29	90%	76%	31%	26	96%	73%	27%
Limited English Proficient								
Economically Disadvantaged	11	73%	45%	18%	17	94%	65%	18%
Not Disadvantaged	18	100%	94%	39%	9	100%	89%	44%
Migrant								
Not Migrant	29	90%	76%	31%	26	96%	73%	27%

### NOTES

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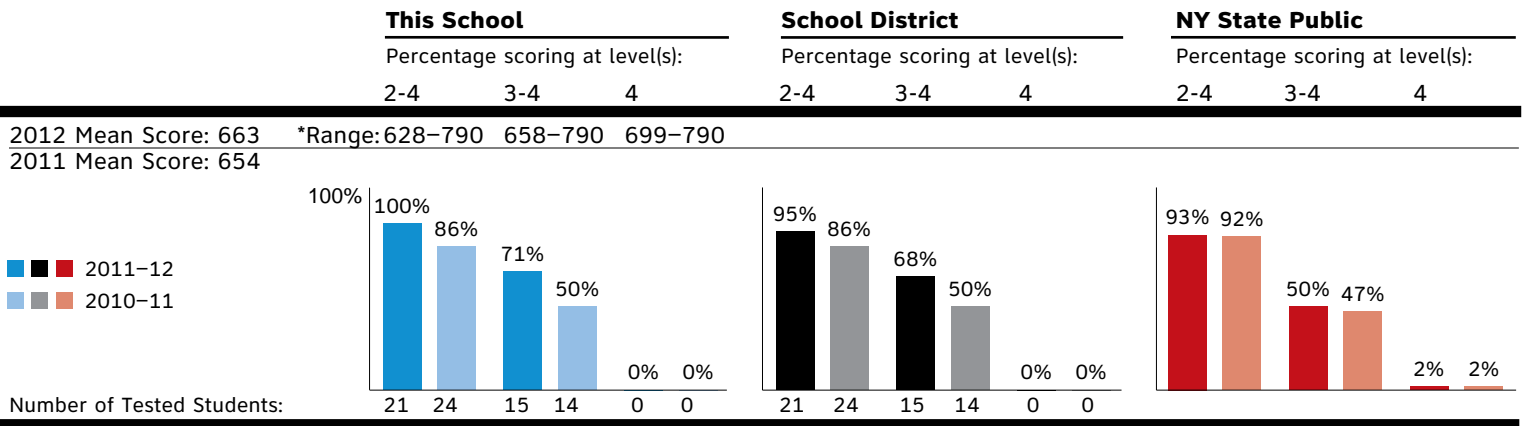
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			

# 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

## Results in Grade 8 English Language Arts



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	21	100%	71%	0%	28	86%	50%	0%
Female	9	100%	89%	0%	12	67%	50%	0%
Male	12	100%	58%	0%	16	100%	50%	0%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino					2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	21	100%	71%	0%	26	–	–	–
Multiracial								
Small Group Totals					28	86%	50%	0%
General-Education Students	17	–	–	–	18	100%	56%	0%
Students with Disabilities	4	–	–	–	10	60%	40%	0%
English Proficient	21	100%	71%	0%	28	86%	50%	0%
Limited English Proficient								
Economically Disadvantaged	13	100%	77%	0%	15	73%	47%	0%
Not Disadvantaged	8	100%	63%	0%	13	100%	54%	0%
Migrant								
Not Migrant	21	100%	71%	0%	28	86%	50%	0%

### NOTES

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

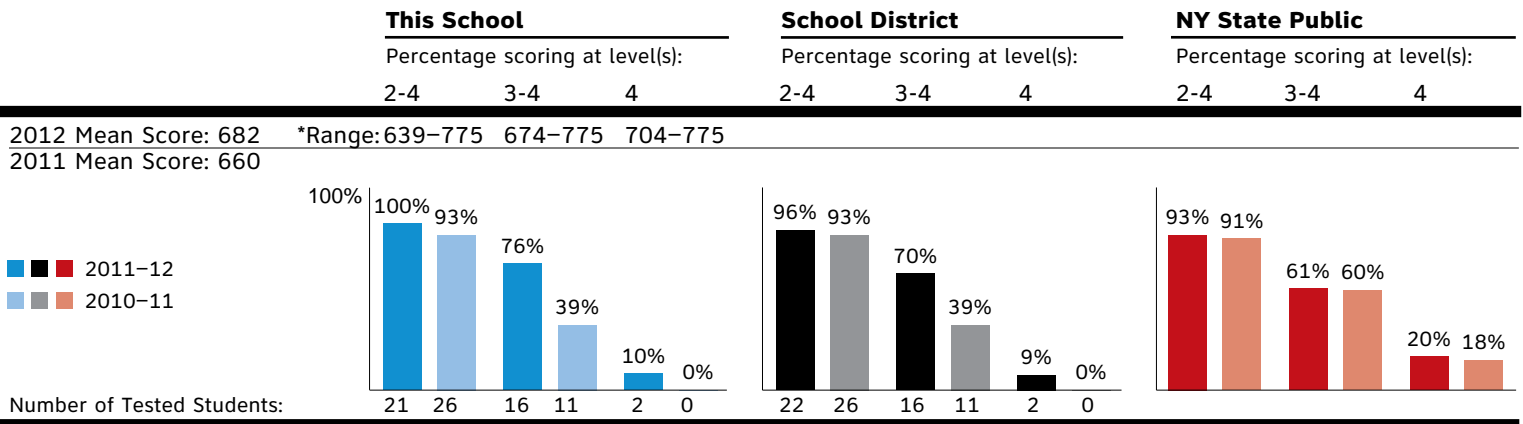
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

### Results in Grade 8 Mathematics



#### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	21	100%	76%	10%	28	93%	39%	0%
Female	9	100%	89%	0%	12	83%	42%	0%
Male	12	100%	67%	17%	16	100%	38%	0%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino					2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	21	100%	76%	10%	26	–	–	–
Multiracial								
Small Group Totals					28	93%	39%	0%
General-Education Students	17	–	–	–	18	100%	50%	0%
Students with Disabilities	4	–	–	–	10	80%	20%	0%
English Proficient	21	100%	76%	10%	28	93%	39%	0%
Limited English Proficient								
Economically Disadvantaged	13	100%	69%	8%	15	87%	27%	0%
Not Disadvantaged	8	100%	88%	13%	13	100%	54%	0%
Migrant								
Not Migrant	21	100%	76%	10%	28	93%	39%	0%

#### NOTES

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			

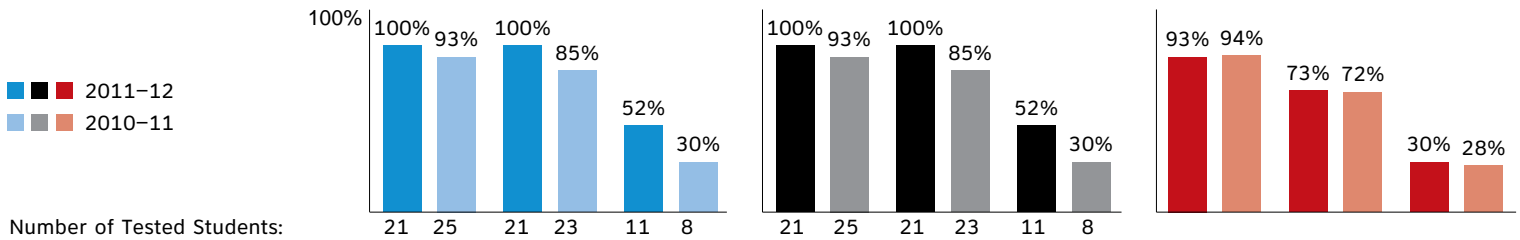
## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

### Results in Grade 8 Science

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4



#### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	21	100%	100%	52%	27	93%	85%	30%
Female	9	100%	100%	56%	12	83%	67%	25%
Male	12	100%	100%	50%	15	100%	100%	33%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino					2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	21	100%	100%	52%	25	–	–	–
Multiracial								
Small Group Totals					27	93%	85%	30%
General-Education Students	17	–	–	–	17	100%	100%	41%
Students with Disabilities	4	–	–	–	10	80%	60%	10%
English Proficient	21	100%	100%	52%	27	93%	85%	30%
Limited English Proficient								
Economically Disadvantaged	13	100%	100%	46%	14	86%	71%	29%
Not Disadvantaged	8	100%	100%	63%	13	100%	100%	31%
Migrant								
Not Migrant	21	100%	100%	52%	27	93%	85%	30%

#### NOTES

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#### Other Assessments

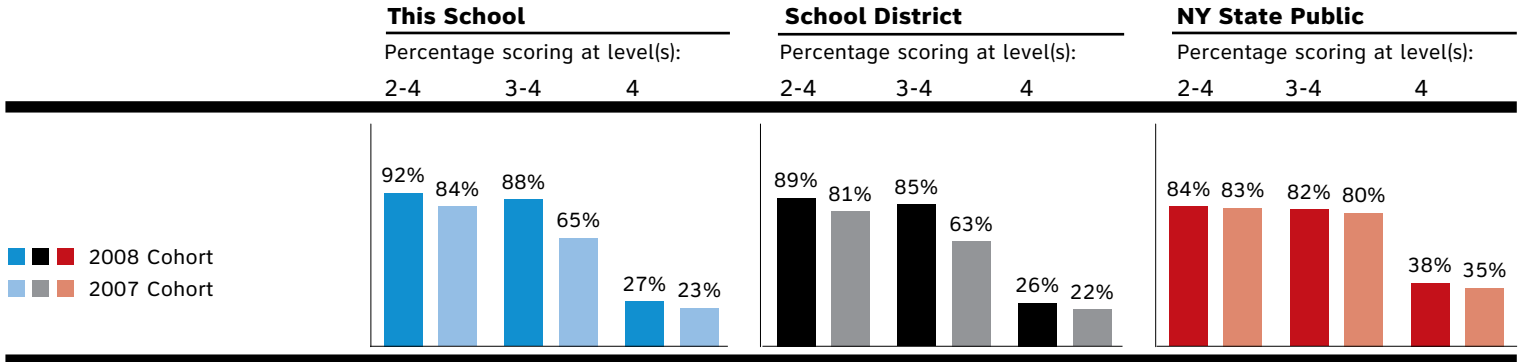
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
Regents Science	0				0			

## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

### Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s): 2–4      3–4      4			Number of Students	Percentage scoring at level(s): 2–4      3–4      4		
All Students	26	92%	88%	27%	31	84%	65%	23%
Female	12	92%	92%	25%	10	90%	70%	20%
Male	14	93%	86%	29%	21	81%	62%	24%
American Indian or Alaska Native	1	–	–	–				
Black or African American					2	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	24	–	–	–	28	–	–	–
Multiracial								
Small Group Totals	26	92%	88%	27%	31	84%	65%	23%
General-Education Students	21	100%	100%	33%	22	95%	86%	32%
Students with Disabilities	5	60%	40%	0%	9	56%	11%	0%
English Proficient	26	92%	88%	27%	31	84%	65%	23%
Limited English Proficient								
Economically Disadvantaged	8	88%	75%	0%	15	67%	53%	20%
Not Disadvantaged	18	94%	94%	39%	16	100%	75%	25%
Migrant								
Not Migrant	26	92%	88%	27%	31	84%	65%	23%

#### NOTES

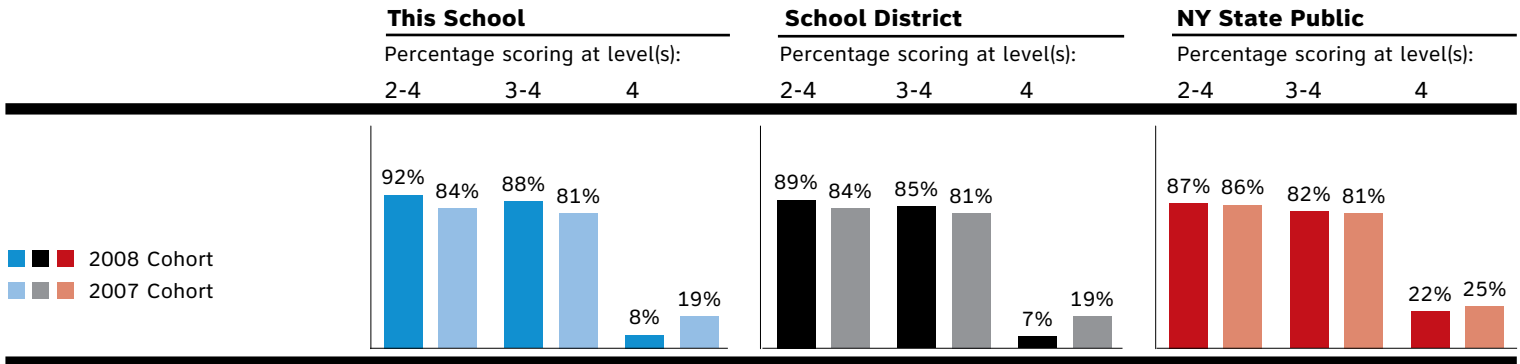
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## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

### Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s): 2–4      3–4      4			Number of Students	Percentage scoring at level(s): 2–4      3–4      4		
All Students	26	92%	88%	8%	31	84%	81%	19%
Female	12	92%	92%	8%	10	80%	80%	10%
Male	14	93%	86%	7%	21	86%	81%	24%
American Indian or Alaska Native	1	–	–	–				
Black or African American					2	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	24	–	–	–	28	–	–	–
Multiracial								
Small Group Totals	26	92%	88%	8%	31	84%	81%	19%
General-Education Students	21	100%	100%	10%	22	100%	95%	27%
Students with Disabilities	5	60%	40%	0%	9	44%	44%	0%
English Proficient	26	92%	88%	8%	31	84%	81%	19%
Limited English Proficient								
Economically Disadvantaged	8	88%	75%	0%	15	67%	67%	20%
Not Disadvantaged	18	94%	94%	11%	16	100%	94%	19%
Migrant								
Not Migrant	26	92%	88%	8%	31	84%	81%	19%

#### NOTES

The – symbol indicates that data for a group of students have 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.

## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

### 2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
<b>Global History and Geography</b>	26	12%	54%	23%	21	14%	57%	29%	5	0%	40%	0%
<b>U.S. History and Government</b>	26	0%	31%	62%	21	0%	29%	71%	5	0%	40%	20%
<b>Science</b>	26	0%	58%	35%	21	0%	57%	43%	5	0%	60%	0%

### New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	0				
Mathematics	0				
Social Studies	0				
Science	0				

#### NOTES

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## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

### Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011–12	33	88%	85%	42%	31	—	—	—	2	—	—	—
	2010–11	25	96%	92%	28%	21	—	—	—	4	—	—	—
	2009–10	31	94%	74%	29%	26	96%	88%	35%	5	80%	0%	0%
Integrated Algebra	2011–12	33	91%	85%	9%	24	96%	88%	13%	9	78%	78%	0%
	2010–11	28	89%	64%	0%	23	87%	65%	0%	5	100%	60%	0%
	2009–10	47	94%	77%	19%	44	—	—	—	3	—	—	—
Geometry	2011–12	19	79%	63%	0%	17	—	—	—	2	—	—	—
	2010–11	38	97%	84%	24%	38	97%	84%	24%	0	—	—	—
	2009–10	21	67%	52%	5%	19	—	—	—	2	—	—	—
Algebra 2/Trigonometry	2011–12	24	83%	63%	8%	24	83%	63%	8%	0	—	—	—
	2010–11	11	64%	55%	9%	11	64%	55%	9%	0	—	—	—
	2009–10	13	77%	54%	15%	13	77%	54%	15%	0	—	—	—
Global History and Geography	2011–12	32	91%	81%	47%	28	—	—	—	4	—	—	—
	2010–11	29	100%	90%	34%	28	—	—	—	1	—	—	—
	2009–10	31	90%	68%	19%	25	96%	76%	24%	6	67%	33%	0%
U.S. History and Government	2011–12	29	100%	97%	76%	28	—	—	—	1	—	—	—
	2010–11	23	100%	100%	70%	20	—	—	—	3	—	—	—
	2009–10	29	100%	97%	45%	24	100%	100%	54%	5	100%	80%	0%
Living Environment	2011–12	22	95%	95%	41%	15	100%	100%	53%	7	86%	86%	14%
	2010–11	31	100%	100%	42%	27	—	—	—	4	—	—	—
	2009–10	32	97%	97%	41%	31	—	—	—	1	—	—	—
Physical Setting/Earth Science	2011–12	7	100%	86%	14%	5	—	—	—	2	—	—	—
	2010–11	12	92%	92%	17%	12	92%	92%	17%	0	—	—	—
	2009–10	7	100%	100%	43%	5	—	—	—	2	—	—	—
Physical Setting/Chemistry	2011–12	22	95%	59%	14%	22	95%	59%	14%	0	—	—	—
	2010–11	21	100%	81%	14%	21	100%	81%	14%	0	—	—	—
	2009–10	24	67%	38%	0%	23	—	—	—	1	—	—	—
Physical Setting/Physics	2011–12	5	100%	100%	40%	5	100%	100%	40%	0	—	—	—
	2010–11	2	—	—	—	2	—	—	—	0	—	—	—
	2009–10	0	—	—	—	0	—	—	—	0	—	—	—

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## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

### Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	1	—	0		1	—
Science	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Reading	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Writing	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Global Studies	2011-12	0		0		0	
	2010-11	1	—	0		1	—
	2009-10	2	—	0		2	—
U.S. History and Government	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	

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## 2 Student Performance

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

### New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities						
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:					
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 7–8)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 7–8)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 9–12)	2011–12	0					0					0				
	2010–11	1	–	–	–	–	1	–	–	–	–	0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				
Reading and Writing (Grades 9–12)	2011–12	0					0					0				
	2010–11	1	–	–	–	–	1	–	–	–	–	0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				

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# 3 Student Outcomes

School **LAURENS CENTRAL SCHOOL**  
School ID **47-08-01-04-0001**

District **LAURENS CENTRAL SCHOOL DISTRICT**

## High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
<b>Total Graduates</b>	2011–12	25		23		2	
	2010–11	25		20		5	
	2009–10	31		26		5	
<b>Receiving a Regents Diploma</b>	2011–12	23	92%	21	91%	2	100%
	2010–11	22	88%	19	95%	3	60%
	2009–10	30	97%	26	100%	4	80%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011–12	4	16%	4	17%	0	0%
	2010–11	6	24%	6	30%	0	0%
	2009–10	11	35%	11	42%	0	0%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011–12	2	N/A	0		2	N/A
	2010–11	1	N/A	0		1	N/A
	2009–10	1	N/A	0		1	N/A

### NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

## High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>Dropped Out</b>	2011–12	3	3%	2	2%	1	6%
	2010–11	1	1%	1	1%	0	0%
	2009–10	1	1%	1	1%	0	0%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011–12	0	0%	0	0%	0	0%
	2010–11	0	0%	0	0%	0	0%
	2009–10	1	1%	0	0%	1	4%
<b>Total Non-completers</b>	2011–12	3	3%	2	2%	1	6%
	2010–11	1	1%	1	1%	0	0%
	2009–10	2	1%	1	1%	1	4%

## Post-secondary Plans of 2011–12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>To 4-year College</b>	9	33%	9	39%	0	0%
<b>To 2-year College</b>	5	19%	5	22%	0	0%
<b>To Other Post-secondary</b>	1	4%	1	4%	0	0%
<b>To the Military</b>	2	7%	2	9%	0	0%
<b>To Employment</b>	9	33%	6	26%	3	75%
<b>To Adult Services</b>	0	0%	0	0%	0	0%
<b>To Other Known Plans</b>	1	4%	0	0%	1	25%
<b>Plan Unknown</b>	0	0%	0	0%	0	0%