

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 14-06-00-01-0107  
 Name: Lafayette High School  
 Principal: Jacquelyn Baldwin

Grade Range : 9-12

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	349	467	453
Tenth	191	209	219
Eleventh	135	173	176
Twelfth	145	132	142
Ungraded Secondary	63	0	48
Total K-12 Enrollment	883	981	1038

### Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	29	3.3%	28	2.9%	31	3.0%
Black (Not Hispanic)	488	55.3%	551	56.2%	612	59.0%
Hispanic	147	16.6%	174	17.7%	197	19.0%
White (Not Hispanic)	219	24.8%	228	23.2%	198	19.1%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	27	30	27
Mathematics Grade 10	24	28	25
Science Grade 10	27	29	26
Social Studies Grade 10	24	27	25

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
42	All schools in this group are secondary level schools in large cities other than New York City. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

**Student Demographics Used To Determine Similar Schools Group**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	11	1.3%	21	2.1%	33	3.2%
<b>Eligible for Free Lunch</b>	364	41.2%	159	16.2%	590	56.8%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		88.4%		89.5%		87.3%
<b>Student Suspensions</b>	263	31.5%	249	28.2%	336	34.3%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	8.6%	10.8%	11.7%
<b>Public Assistance</b>	81-90%	81-90%	81-90%
<b>Student Stability</b>	94%	95%	99%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	59
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	6

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	80	17	21%	117	25	21%	118	48	41%
Students with Disabilities	5	0	0%	2	0	0%	12	0	0%
All Students	85	17	20%	119	25	21%	130	48	37%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	41	57	0	0	24	8
Percent	32%	44%	0%	0%	18%	6%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
12	0	19	31

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	11		38		15	1.8%
	Entered GED Program*	24		28		17	2.1%
	Total Noncompleters	35		66		32	3.9%
Students with Disabilities	Dropped Out	3		15		13	6.1%
	Entered GED Program*	6		8		14	6.6%
	Total Noncompleters	9		23		27	12.7%
All Students	Dropped Out	14	1.6%	53	5.4%	28	2.7%
	Entered GED Program*	30	3.4%	36	3.7%	31	3.0%
	Total Noncompleters	44	5.0%	89	9.1%	59	5.7%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

## Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	92	47	102
	Number of Students with Disabilities	4	3	43
	Number of All Students	96	50	145
	Percent of Enrollment	11%	5%	14%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	31	39%	21	5%	32	34%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	128	41%	98	76%	142	54%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	15	47%	10	30%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	52%	2	#	2	#
Science	6	0%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	35	51%	92	48%
Science	0	0%	14	0%	52	15%
Reading	0	0%	1	#	16	69%
Writing	0	0%	0	0%	17	88%
Global Studies	0	0%	14	29%	10	30%
U.S. Hist & Gov't	1	#	6	17%	12	25%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	138	171	201	3	19	21
Number Scoring 55-100	115	140	170	#	9	13
Number Scoring 65-100	64	104	129	#	3	9
Number Scoring 85-100	9	3	11	#	0	0
Percentage of Tested Scoring 55-100	83%	82%	85%	#	47%	62%
Percentage of Tested Scoring 65-100	46%	61%	64%	#	16%	43%
Percentage of Tested Scoring 85-100	7%	2%	5%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	270	333	384	3	17	46
Number Scoring 55-100	118	163	303	#	4	22
Number Scoring 65-100	49	65	167	#	3	5
Number Scoring 85-100	3	0	4	#	0	0
Percentage of Tested Scoring 55-100	44%	49%	79%	#	24%	48%
Percentage of Tested Scoring 65-100	18%	20%	43%	#	18%	11%
Percentage of Tested Scoring 85-100	1%	0%	1%	#	0%	0%
<b>Mathematics B</b>						
Number Tested	0	3	31	0	0	0
Number Scoring 55-100	0	#	13	0	0	0
Number Scoring 65-100	0	#	7	0	0	0
Number Scoring 85-100	0	#	0	0	0	0
Percentage of Tested Scoring 55-100	0%	#	42%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	23%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	173	238	266	1	29	31
Number Scoring 55-100	144	188	206	#	17	18
Number Scoring 65-100	112	155	147	#	10	8
Number Scoring 85-100	7	10	11	#	0	0
Percentage of Tested Scoring 55-100	83%	79%	77%	#	59%	58%
Percentage of Tested Scoring 65-100	65%	65%	55%	#	34%	26%
Percentage of Tested Scoring 85-100	4%	4%	4%	#	0%	0%
<b>U.S. History and Government</b>						
Number Tested	167	156	196	3	9	24
Number Scoring 55-100	132	141	156	#	7	11
Number Scoring 65-100	84	117	114	#	5	8
Number Scoring 85-100	6	18	22	#	1	1
Percentage of Tested Scoring 55-100	79%	90%	80%	#	78%	46%
Percentage of Tested Scoring 65-100	50%	75%	58%	#	56%	33%
Percentage of Tested Scoring 85-100	4%	12%	11%	#	11%	4%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	128	244	355	0	25	46
Number Scoring 55–100	126	170	296	0	15	32
Number Scoring 65–100	110	117	193	0	9	15
Number Scoring 85–100	2	5	8	0	0	0
Percentage of Tested Scoring 55–100	98%	70%	83%	0%	60%	70%
Percentage of Tested Scoring 65–100	86%	48%	54%	0%	36%	33%
Percentage of Tested Scoring 85–100	2%	2%	2%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	230	199	188	2	24	23
Number Scoring 55–100	149	144	102	#	12	10
Number Scoring 65–100	94	94	55	#	6	5
Number Scoring 85–100	4	4	1	#	0	0
Percentage of Tested Scoring 55–100	65%	72%	54%	#	50%	43%
Percentage of Tested Scoring 65–100	41%	47%	29%	#	25%	22%
Percentage of Tested Scoring 85–100	2%	2%	1%	#	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	56	88	88	0	1	3
Number Scoring 55–100	37	66	63	0	#	#
Number Scoring 65–100	10	20	25	0	#	#
Number Scoring 85–100	0	0	0	0	#	#
Percentage of Tested Scoring 55–100	66%	75%	72%	0%	#	#
Percentage of Tested Scoring 65–100	18%	23%	28%	0%	#	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			13			0
Number Scoring 55–100			2			0
Number Scoring 65–100			1			0
Number Scoring 85–100			0			0
Percentage of Tested Scoring 55–100			15%			0%
Percentage of Tested Scoring 65–100			8%			0%
Percentage of Tested Scoring 85–100			0%			0%

\* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive French</b>						
Number Tested	2	7	9	0	0	0
Number Scoring 55–100	#	7	9	0	0	0
Number Scoring 65–100	#	6	8	0	0	0
Number Scoring 85–100	#	0	2	0	0	0
Percentage of Tested Scoring 55–100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	86%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	22%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	72	71	83	0	2	3
Number Scoring 55–100	64	67	83	0	#	#
Number Scoring 65–100	55	59	76	0	#	#
Number Scoring 85–100	23	21	37	0	#	#
Percentage of Tested Scoring 55–100	89%	94%	100%	0%	#	#
Percentage of Tested Scoring 65–100	76%	83%	92%	0%	#	#
Percentage of Tested Scoring 85–100	32%	30%	45%	0%	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	108	90%	168	83%	160	64%
Students with Disabilities	0	0%	11	45%	23	39%

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	125	125	125	39	39	39	164	164	164
Number Scoring 55–64	2	14	13	1	0	4	3	14	17
Number Scoring 65–84	99	78	100	6	4	6	105	82	106
Number Scoring 85–100	10	10	3	0	0	0	10	10	3
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			41			3
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			13			#
Proficient (37-39)			27			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			40			3
Beginning (0-14)			1			#
Intermediate (15-24)			10			#
Advanced (25-32)			22			#
Proficient (33-35)			7			#

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)