

New York State School Report Card

Comprehensive Information Report

BEDS Code: 14-18-00-01-0008
 Name: Lackawanna High School
 Principal: Peter Hazzan

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	235	218	221
Tenth	166	195	197
Eleventh	116	89	112
Twelfth	119	131	118
Ungraded Secondary	0	0	0
Total K-12 Enrollment	636	633	648

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	0.8%	5	0.8%	6	0.9%
Black (Not Hispanic)	122	19.2%	129	20.4%	142	21.9%
Hispanic	45	7.1%	29	4.6%	42	6.5%
White (Not Hispanic)	464	73.0%	470	74.2%	458	70.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	29	22	27
Mathematics Grade 10	20	21	16
Science Grade 10	26	17	26
Social Studies Grade 10	22	20	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
45	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	20	3.1%	23	3.6%	29	4.5%
Eligible for Free Lunch	373	58.7%	369	58.3%	290	44.8%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		88.5%		88.4%		91.4%
Student Suspensions	75	11.8%	49	7.7%	67	10.6%

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

	2002-03	2003-04	2004-05
Reduced Lunch	16.7%	17.5%	15.4%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	94%	98%

Staff Counts

Staff	2004-05
Total Teachers	51
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	0

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002–03	2003–04	2004–05
General-Education Students	Total Graduates*	115	96	94
	Regents Diplomas	40	60	75
	% Regents Diplomas	35%	62%	80%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			12%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	5	13	5
	Regents Diplomas	1	0	3
	% Regents Diplomas	20%	0%	60%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			20%
	IEP Diplomas or Local Certificates	9	7	5
All Students	Total Graduates*	120	109	99
	Regents Diplomas	41	60	78
	% Regents Diplomas	34%	55%	79%
	Regents Diplomas with Advanced Designation**			12
	% Regents Diplomas with Advanced Designation			12%
	IEP Diplomas or Local Certificates	9	7	5

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

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

Post-Secondary Plans of 2004–05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	30	31	6	4	5	0	0	18
	Percent	32%	33%	6%	4%	5%	0%	0%	19%
Students with Disabilities	Number	1	4	0	0	0	0	0	0
	Percent	20%	80%	0%	0%	0%	0%	0%	0%
All Students	Number	31	35	6	4	5	0	0	18
	Percent	31%	35%	6%	4%	5%	0%	0%	18%

High School Noncompletion Rates

		2002–03		2003–04		2004–05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	22		4	0.8%	5	0.9%
	Entered GED Program*	12		45	8.5%	40	7.2%
	Total Noncompleters	34		49	9.2%	45	8.1%
Students with Disabilities	Dropped Out	4		2	1.5%	0	0.0%
	Entered GED Program*	3		13	9.9%	13	10.7%
	Total Noncompleters	7		15	11.5%	13	10.7%
All Students	Dropped Out	26	4.1%	6	0.9%	5	0.7%
	Entered GED Program*	15	2.4%	58	8.8%	53	7.9%
	Total Noncompleters	41	6.4%	64	9.7%	58	8.6%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	65	57	51
	Number of Students with Disabilities	0	3	3
	Number of All Students	65	60	54
	Percent of Enrollment	10%	9%	8%

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	47	98%	40	98%	28	71%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	90	94%	77	81%	99	86%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	7	100%	5	40%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	15	53%	15	60%	16	69%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	1	#	2	#
Science	2	#	2	#	2	#
Reading	1	#	0	0%	2	#
Writing	2	#	0	0%	1	#
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	3	#	0	0%	3	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	66	58%	51	63%	42	60%
Science	63	48%	57	54%	47	51%
Reading	13	85%	18	39%	34	68%
Writing	12	100%	15	60%	30	90%
Global Studies	15	27%	41	15%	40	15%
U.S. Hist & Gov't	8	50%	12	33%	20	30%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	127	152	162	13	15	34
Number Scoring 55-100	111	132	125	8	5	11
Number Scoring 65-100	93	119	98	1	5	7
Number Scoring 85-100	25	30	7	0	1	1
Percentage of Tested Scoring 55-100	87%	87%	77%	62%	33%	32%
Percentage of Tested Scoring 65-100	73%	78%	60%	8%	33%	21%
Percentage of Tested Scoring 85-100	20%	20%	4%	0%	7%	3%
Mathematics A						
Number Tested	134	157	165	13	18	25
Number Scoring 55-100	85	137	147	2	7	20
Number Scoring 65-100	62	118	116	1	2	14
Number Scoring 85-100	8	12	9	0	0	0
Percentage of Tested Scoring 55-100	63%	87%	89%	15%	39%	80%
Percentage of Tested Scoring 65-100	46%	75%	70%	8%	11%	56%
Percentage of Tested Scoring 85-100	6%	8%	5%	0%	0%	0%
Mathematics B						
Number Tested	0	0	46	0	0	1
Number Scoring 55-100	0	0	25	0	0	#
Number Scoring 65-100	0	0	18	0	0	#
Number Scoring 85-100	0	0	1	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	54%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	39%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	2%	0%	0%	#
Global History and Geography						
Number Tested	172	202	200	19	45	27
Number Scoring 55-100	135	145	127	8	14	8
Number Scoring 65-100	111	119	95	4	10	5
Number Scoring 85-100	11	23	11	2	1	0
Percentage of Tested Scoring 55-100	78%	72%	64%	42%	31%	30%
Percentage of Tested Scoring 65-100	65%	59%	47%	21%	22%	19%
Percentage of Tested Scoring 85-100	6%	11%	6%	11%	2%	0%
U.S. History and Government						
Number Tested	149	128	165	13	12	26
Number Scoring 55-100	141	111	127	9	9	8
Number Scoring 65-100	117	93	115	6	8	7
Number Scoring 85-100	23	29	41	0	3	3
Percentage of Tested Scoring 55-100	95%	87%	77%	69%	75%	31%
Percentage of Tested Scoring 65-100	79%	73%	70%	46%	67%	27%
Percentage of Tested Scoring 85-100	15%	23%	25%	0%	25%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	180	131	150	31	8	30
Number Scoring 55-100	163	117	118	21	6	16
Number Scoring 65-100	139	104	97	14	5	10
Number Scoring 85-100	19	7	19	1	1	0
Percentage of Tested Scoring 55-100	91%	89%	79%	68%	75%	53%
Percentage of Tested Scoring 65-100	77%	79%	65%	45%	62%	33%
Percentage of Tested Scoring 85-100	11%	5%	13%	3%	12%	0%
Physical Setting/Earth Science						
Number Tested	171	174	175	24	27	24
Number Scoring 55-100	122	128	125	6	14	15
Number Scoring 65-100	92	93	85	3	8	9
Number Scoring 85-100	23	21	8	0	0	1
Percentage of Tested Scoring 55-100	71%	74%	71%	25%	52%	62%
Percentage of Tested Scoring 65-100	54%	53%	49%	12%	30%	38%
Percentage of Tested Scoring 85-100	13%	12%	5%	0%	0%	4%
Physical Setting/Chemistry						
Number Tested	76	51	43	0	0	1
Number Scoring 55-100	67	43	40	0	0	#
Number Scoring 65-100	42	31	31	0	0	#
Number Scoring 85-100	6	7	2	0	0	#
Percentage of Tested Scoring 55-100	88%	84%	93%	0%	0%	#
Percentage of Tested Scoring 65-100	55%	61%	72%	0%	0%	#
Percentage of Tested Scoring 85-100	8%	14%	5%	0%	0%	#
Physical Setting/Physics						
Number Tested		6	12		0	0
Number Scoring 55-100		4	11		0	0
Number Scoring 65-100		4	5		0	0
Number Scoring 85-100		1	1		0	0
Percentage of Tested Scoring 55-100		67%	92%		0%	0%
Percentage of Tested Scoring 65-100		67%	42%		0%	0%
Percentage of Tested Scoring 85-100		17%	8%		0%	0%

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	25	17	11	2	2	0
Number Scoring 55-100	23	17	11	#	#	0
Number Scoring 65-100	21	16	11	#	#	0
Number Scoring 85-100	5	9	5	#	#	0
Percentage of Tested Scoring 55-100	92%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	84%	94%	100%	#	#	0%
Percentage of Tested Scoring 85-100	20%	53%	45%	#	#	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	41	37	43	1	1	1
Number Scoring 55-100	41	35	40	#	#	#
Number Scoring 65-100	41	34	37	#	#	#
Number Scoring 85-100	20	11	15	#	#	#
Percentage of Tested Scoring 55-100	100%	95%	93%	#	#	#
Percentage of Tested Scoring 65-100	100%	92%	86%	#	#	#
Percentage of Tested Scoring 85-100	49%	30%	35%	#	#	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	102	102	102	19	19	19	121	121	121
Number Scoring 55–64	4	6	4	0	0	5	4	6	9
Number Scoring 65–84	85	53	76	3	3	4	88	56	80
Number Scoring 85–100	6	27	19	2	2	1	8	29	20
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		23	16		0	0
Beginning		2	0		0	0
Intermediate		4	3		0	0
Advanced		11	6		0	0
Proficient		6	7		0	0
Reading and Writing (Grade 9–12)						
Number Tested		23	16		0	0
Beginning		5	0		0	0
Intermediate		8	4		0	0
Advanced		10	6		0	0
Proficient		0	6		0	0

*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)