

# New York State School Report Card Comprehensive Information Report

BEDS Code: 51-01-01-04-0003  
 Name: Saint Lawrence High School  
 Principal: Lynn M. Roy

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	82	81	85
Tenth	65	79	76
Eleventh	69	56	74
Twelfth	50	73	55
Ungraded Secondary	2	13	15
Total K-12 Enrollment	268	302	305

## 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	0	0.0%	3	1.0%	1	0.3%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	0	0.0%	0	0.0%	2	0.7%
White (Not Hispanic)	268	100.0%	299	99.0%	302	99.0%

## 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	16	20	17
Mathematics Grade 10	16	19	16
Science Grade 10	12	18	11
Social Studies Grade 10	15	17	17

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle 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>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	111	41.4%	95	31.5%	73	23.9%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</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>		94.2%		94.1%		94.7%
<b>Student Suspensions</b>	19	4.0%	22	8.2%	34	11.3%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	22.8%	9.3%	10.5%
<b>Public Assistance</b>	51-60%	41-50%	31-40%
<b>Student Stability</b>	92%	92%	91%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	18
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*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*	42	55	40
	Regents Diplomas	29	39	32
	% Regents Diplomas	69%	71%	80%
	Regents Diplomas with Advanced Designation**			16
	% Regents Diplomas with Advanced Designation			40%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	5	3	1
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	2	10
All Students	Total Graduates*	47	58	41
	Regents Diplomas	29	39	32
	% Regents Diplomas	62%	67%	78%
	Regents Diplomas with Advanced Designation**			16
	% Regents Diplomas with Advanced Designation			39%
	IEP Diplomas or Local Certificates	2	2	10

\* 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	14	22	0	0	4	0	0	0
	Percent	35%	55%	0%	0%	10%	0%	0%	0%
Students with Disabilities	Number	0	1	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	14	23	0	0	4	0	0	0
	Percent	34%	56%	0%	0%	10%	0%	0%	0%

## High School Noncompletion Rates

		2002–03		2003–04		2004–05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	11		9	3.4%	9	3.4%
	Entered GED Program*	0		5	1.9%	1	0.4%
	Total Noncompleters	11		14	5.2%	10	3.8%
Students with Disabilities	Dropped Out	3		0	0.0%	0	0.0%
	Entered GED Program*	0		2	8.3%	0	0.0%
	Total Noncompleters	3		2	8.3%	0	0.0%
All Students	Dropped Out	14	5.2%	9	3.1%	9	3.1%
	Entered GED Program*	0	0.0%	7	2.4%	1	0.3%
	Total Noncompleters	14	5.2%	16	5.5%	10	3.5%

\*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
<b>K-1</b>	0%	0%	0%
<b>2-3</b>	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	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%
<b>6-8</b>	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%
<b>9-12</b>	Number of General-Education Students	229	0	0
	Number of Students with Disabilities	37	47	51
	Number of All Students	266	47	51
	Percent of Enrollment	99%	16%	17%

(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	5	80%	7	86%	5	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	10	90%	10	80%	12	83%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	71%	2	#	0	0%
Science	2	#	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	5	40%	1	#	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	1	#
Writing	5	100%	1	#	1	#
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	65	48	67	6	1	2
Number Scoring 55-100	60	47	64	4	#	#
Number Scoring 65-100	53	44	61	1	#	#
Number Scoring 85-100	26	24	24	0	#	#
Percentage of Tested Scoring 55-100	92%	98%	96%	67%	#	#
Percentage of Tested Scoring 65-100	82%	92%	91%	17%	#	#
Percentage of Tested Scoring 85-100	40%	50%	36%	0%	#	#
<b>Mathematics A</b>						
Number Tested	62	85	55	3	1	2
Number Scoring 55-100	41	84	55	#	#	#
Number Scoring 65-100	30	74	47	#	#	#
Number Scoring 85-100	9	16	9	#	#	#
Percentage of Tested Scoring 55-100	66%	99%	100%	#	#	#
Percentage of Tested Scoring 65-100	48%	87%	85%	#	#	#
Percentage of Tested Scoring 85-100	15%	19%	16%	#	#	#
<b>Mathematics B</b>						
Number Tested	0	20	40	0	0	1
Number Scoring 55-100	0	15	20	0	0	#
Number Scoring 65-100	0	12	13	0	0	#
Number Scoring 85-100	0	0	1	0	0	#
Percentage of Tested Scoring 55-100	0%	75%	50%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	60%	33%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	3%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	62	67	66	1	1	1
Number Scoring 55-100	54	65	61	#	#	#
Number Scoring 65-100	42	60	55	#	#	#
Number Scoring 85-100	20	28	22	#	#	#
Percentage of Tested Scoring 55-100	87%	97%	92%	#	#	#
Percentage of Tested Scoring 65-100	68%	90%	83%	#	#	#
Percentage of Tested Scoring 85-100	32%	42%	33%	#	#	#
<b>U.S. History and Government</b>						
Number Tested	73	43	57	4	1	1
Number Scoring 55-100	69	42	53	#	#	#
Number Scoring 65-100	56	38	46	#	#	#
Number Scoring 85-100	25	22	26	#	#	#
Percentage of Tested Scoring 55-100	95%	98%	93%	#	#	#
Percentage of Tested Scoring 65-100	77%	88%	81%	#	#	#
Percentage of Tested Scoring 85-100	34%	51%	46%	#	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	52	62	54	1	1	0
Number Scoring 55-100	51	60	53	#	#	0
Number Scoring 65-100	48	60	49	#	#	0
Number Scoring 85-100	19	15	13	#	#	0
Percentage of Tested Scoring 55-100	98%	97%	98%	#	#	0%
Percentage of Tested Scoring 65-100	92%	97%	91%	#	#	0%
Percentage of Tested Scoring 85-100	37%	24%	24%	#	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	58	49	58	1	0	1
Number Scoring 55-100	53	42	49	#	0	#
Number Scoring 65-100	51	34	37	#	0	#
Number Scoring 85-100	18	8	5	#	0	#
Percentage of Tested Scoring 55-100	91%	86%	84%	#	0%	#
Percentage of Tested Scoring 65-100	88%	69%	64%	#	0%	#
Percentage of Tested Scoring 85-100	31%	16%	9%	#	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	46	37	48	1	2	0
Number Scoring 55-100	45	31	46	#	#	0
Number Scoring 65-100	32	27	35	#	#	0
Number Scoring 85-100	5	5	5	#	#	0
Percentage of Tested Scoring 55-100	98%	84%	96%	#	#	0%
Percentage of Tested Scoring 65-100	70%	73%	73%	#	#	0%
Percentage of Tested Scoring 85-100	11%	14%	10%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		12	15		0	1
Number Scoring 55-100		12	15		0	#
Number Scoring 65-100		9	13		0	#
Number Scoring 85-100		0	5		0	#
Percentage of Tested Scoring 55-100		100%	100%		0%	#
Percentage of Tested Scoring 65-100		75%	87%		0%	#
Percentage of Tested Scoring 85-100		0%	33%		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
<b>Comprehensive French</b>						
Number Tested	16	20	18	1	0	1
Number Scoring 55-100	16	20	18	#	0	#
Number Scoring 65-100	14	20	18	#	0	#
Number Scoring 85-100	4	11	10	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	88%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	25%	55%	56%	#	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	21	25	29	0	0	0
Number Scoring 55-100	21	25	29	0	0	0
Number Scoring 65-100	19	24	28	0	0	0
Number Scoring 85-100	12	15	14	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	96%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	57%	60%	48%	0%	0%	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)



# New York State Alternate Assessments (NYSAA) 2004–05

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

## 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	40	40	40	2	2	2	42	42	42
Number Scoring 55–64	#	#	#	#	#	#	3	5	2
Number Scoring 65–84	#	#	#	#	#	#	18	12	17
Number Scoring 85–100	#	#	#	#	#	#	18	21	20
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)