

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0107

Grade Range : 9-12

Name: Lafayette High School

Principal: Sharon Lanza

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	303	349	467
Tenth	161	191	209
Eleventh	134	135	173
Twelfth	127	145	132
Ungraded Secondary	110	63	0
Total K-12 Enrollment	835	883	981

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	26	3.1%	29	3.3%	28	2.9%
Black (Not Hispanic)	363	43.5%	488	55.3%	551	56.2%
Hispanic	150	18.0%	147	16.6%	174	17.7%
White (Not Hispanic)	296	35.4%	219	24.8%	228	23.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	21	27	30
Mathematics Grade 10	26	24	28
Science Grade 10	27	27	29
Social Studies Grade 10	24	24	27

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
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

Similar School Group	Description
40	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 lower 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	14	1.7%	11	1.3%	21	2.1%
Eligible for Free Lunch	314	37.6%	364	41.2%	159	16.2%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		84.0%		88.4%		89.5%
Student Suspensions	295	36.6%	263	31.5%	249	28.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.1%	8.6%	10.8%
Public Assistance	71-80%	81-90%	81-90%
Student Stability	91%	94%	95%

Staff Counts

Staff	2002–2003
Total Teachers	52
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	NA
Teachers with Temporary Licenses	NA

*Teaching out of certification more than on an incidental basis.
Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	74	23	31%	80	17	21%	117	25	21%
Students with Disabilities	7	0	0%	5	0	0%	2	0	0%
All Students	81	23	28%	85	17	20%	119	25	21%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000–2001 school year include January, June and August 2001 graduates; data for the 2001–2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	43	47	1	3	22	3
Percent	36%	39%	1%	3%	18%	3%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
2	0	2	4

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			11		38	
	Entered GED Program*			24		28	
	Total Noncompleters			35		66	
Students with Disabilities	Dropped Out			3		15	
	Entered GED Program*			6		8	
	Total Noncompleters			9		23	
All Students	Dropped Out	19	2.3%	14	1.6%	53	5.4%
	Entered GED Program*	22	2.6%	30	3.4%	36	3.7%
	Total Noncompleters	41	4.9%	44	5.0%	89	9.1%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	Number of General-Education Students		92	47
	Number of Students with Disabilities		4	3
	Number of All Students		96	50
	Percent of Enrollment		11%	5%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	31	39%	21	5%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	128	41%	98	76%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	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%	0	0%	15	47%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	21	52%	2	#
Science	19	63%	6	0%	0	0%
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	7	71%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	4	#	35	51%
Science	3	#	0	0%	14	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	14	29%
U.S. Hist & Gov't	4	#	1	#	6	17%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	126	138	171	11	3	19
Number Scoring 55–100	114	115	140	8	#	9
Number Scoring 65–100	84	64	104	3	#	3
Number Scoring 85–100	5	9	3	0	#	0
Percentage of Tested Scoring 55–100	90%	83%	82%	73%	#	47%
Percentage of Tested Scoring 65–100	67%	46%	61%	27%	#	16%
Percentage of Tested Scoring 85–100	4%	7%	2%	0%	#	0%
Mathematics A						
Number Tested	188	270	333	7	3	17
Number Scoring 55–100	97	118	163	1	#	4
Number Scoring 65–100	39	49	65	1	#	3
Number Scoring 85–100	2	3	0	0	#	0
Percentage of Tested Scoring 55–100	52%	44%	49%	14%	#	24%
Percentage of Tested Scoring 65–100	21%	18%	20%	14%	#	18%
Percentage of Tested Scoring 85–100	1%	1%	0%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	3	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
Global History and Geography						
Number Tested	154	173	238	15	1	29
Number Scoring 55–100	147	144	188	12	#	17
Number Scoring 65–100	109	112	155	7	#	10
Number Scoring 85–100	6	7	10	0	#	0
Percentage of Tested Scoring 55–100	95%	83%	79%	80%	#	59%
Percentage of Tested Scoring 65–100	71%	65%	65%	47%	#	34%
Percentage of Tested Scoring 85–100	4%	4%	4%	0%	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	126	167	156	6	3	9
Number Scoring 55–100	79	132	141	4	#	7
Number Scoring 65–100	47	84	117	2	#	5
Number Scoring 85–100	11	6	18	0	#	1
Percentage of Tested Scoring 55–100	63%	79%	90%	67%	#	78%
Percentage of Tested Scoring 65–100	37%	50%	75%	33%	#	56%
Percentage of Tested Scoring 85–100	9%	4%	12%	0%	#	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	140	128	244	12	0	25
Number Scoring 55–100	115	126	170	5	0	15
Number Scoring 65–100	84	110	117	3	0	9
Number Scoring 85–100	4	2	5	0	0	0
Percentage of Tested Scoring 55–100	82%	98%	70%	42%	0%	60%
Percentage of Tested Scoring 65–100	60%	86%	48%	25%	0%	36%
Percentage of Tested Scoring 85–100	3%	2%	2%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	198	230	199	23	2	24
Number Scoring 55–100	94	149	144	5	#	12
Number Scoring 65–100	63	94	94	4	#	6
Number Scoring 85–100	6	4	4	0	#	0
Percentage of Tested Scoring 55–100	47%	65%	72%	22%	#	50%
Percentage of Tested Scoring 65–100	32%	41%	47%	17%	#	25%
Percentage of Tested Scoring 85–100	3%	2%	2%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		56	88		0	1
Number Scoring 55–100		37	66		0	#
Number Scoring 65–100		10	20		0	#
Number Scoring 85–100		0	0		0	#
Percentage of Tested Scoring 55–100		66%	75%		0%	#
Percentage of Tested Scoring 65–100		18%	23%		0%	#
Percentage of Tested Scoring 85–100		0%	0%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	0	2	7	0	0	0
Number Scoring 55–100	0	#	7	0	0	0
Number Scoring 65–100	0	#	6	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	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	58	72	71	1	0	2
Number Scoring 55–100	53	64	67	#	0	#
Number Scoring 65–100	47	55	59	#	0	#
Number Scoring 85–100	25	23	21	#	0	#
Percentage of Tested Scoring 55–100	91%	89%	94%	#	0%	#
Percentage of Tested Scoring 65–100	81%	76%	83%	#	0%	#
Percentage of Tested Scoring 85–100	43%	32%	30%	#	0%	#
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)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	126	96%	108	90%	168	83%
Students with Disabilities	20	65%	0	0%	11	45%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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	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

1999 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	99	99	99	16	16	16	115	115	115
Number Scoring 55–64	11	23	10	1	3	3	12	26	13
Number Scoring 65–84	72	53	69	3	1	1	75	54	70
Number Scoring 85–100	6	9	13	0	1	1	6	10	14
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)