

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-15-03-0007

Grade Range : 9-12

Name: Lawrence Senior High School

Principal: Steven Kussin

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	325	387	370
Tenth	301	303	384
Eleventh	296	292	279
Twelfth	261	261	297
Ungraded Secondary	16	4	11
Total K-12 Enrollment	1199	1247	1341

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	72	6.0%	73	5.9%	91	6.8%
Black (Not Hispanic)	173	14.4%	180	14.4%	212	15.8%
Hispanic	208	17.3%	219	17.6%	271	20.2%
White (Not Hispanic)	746	62.2%	775	62.1%	767	57.2%

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	24	0	0
Social Studies Grade 8	0	0	0
English Grade 10	18	22	22
Mathematics Grade 10	25	17	19
Science Grade 10	18	19	19
Social Studies Grade 10	21	20	22

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	29	2.4%	44	3.5%	72	5.4%
Eligible for Free Lunch	195	16.3%	170	13.6%	162	12.1%

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		95.2%		95.0%		95.2%
Student Suspensions	197	16.5%	163	13.6%	178	14.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.6%	4.8%	3.9%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	100%	99%	94%

Staff Counts

Staff	2002–2003
Total Teachers	112
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

*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	243	158	65%	209	167	80%	248	170	69%
Students with Disabilities	25	5	20%	32	7	22%	28	4	14%
All Students	268	163	61%	241	174	72%	276	174	63%

*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	184	64	5	4	13	6
Percent	67%	23%	2%	1%	5%	2%

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)
28	4	2	30

*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			8		44	
	Entered GED Program*			0		0	
	Total Noncompleters			8		44	
Students with Disabilities	Dropped Out			2		10	
	Entered GED Program*			0		0	
	Total Noncompleters			2		10	
All Students	Dropped Out	19	1.6%	10	0.8%	54	4.0%
	Entered GED Program*	12	1.0%	0	0.0%	0	0.0%
	Total Noncompleters	31	2.6%	10	0.8%	54	4.0%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

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%	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%	0	0%

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%	0	0%

(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	2	#	2	#	0	0%
Science	27	63%	5	20%	0	0%
Reading	3	#	1	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	19	58%	2	#	0	0%
U.S. Hist & Gov't	30	53%	8	38%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	69%	25	84%	0	0%
Science	28	29%	34	44%	0	0%
Reading	21	52%	15	73%	0	0%
Writing	23	70%	12	100%	0	0%
Global Studies	25	40%	21	48%	0	0%
U.S. Hist & Gov't	11	55%	27	67%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	286	277	276	44	31	20
Number Scoring 55–100	270	258	259	35	25	17
Number Scoring 65–100	245	225	224	26	13	12
Number Scoring 85–100	156	145	113	6	4	2
Percentage of Tested Scoring 55–100	94%	93%	94%	80%	81%	85%
Percentage of Tested Scoring 65–100	86%	81%	81%	59%	42%	60%
Percentage of Tested Scoring 85–100	55%	52%	41%	14%	13%	10%
Mathematics A						
Number Tested	0	195	304	0	3	31
Number Scoring 55–100	0	181	254	0	#	11
Number Scoring 65–100	0	167	217	0	#	7
Number Scoring 85–100	0	108	80	0	#	1
Percentage of Tested Scoring 55–100	0%	93%	84%	0%	#	35%
Percentage of Tested Scoring 65–100	0%	86%	71%	0%	#	23%
Percentage of Tested Scoring 85–100	0%	55%	26%	0%	#	3%
Mathematics B (first administered June 2001)						
Number Tested	0	0	118	0	0	1
Number Scoring 55–100	0	0	102	0	0	#
Number Scoring 65–100	0	0	91	0	0	#
Number Scoring 85–100	0	0	35	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	77%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	30%	0%	0%	#
Global History and Geography						
Number Tested	277	253	334	18	30	43
Number Scoring 55–100	269	237	284	17	20	23
Number Scoring 65–100	252	224	258	10	13	13
Number Scoring 85–100	116	103	119	4	0	1
Percentage of Tested Scoring 55–100	97%	94%	85%	94%	67%	53%
Percentage of Tested Scoring 65–100	91%	89%	77%	56%	43%	30%
Percentage of Tested Scoring 85–100	42%	41%	36%	22%	0%	2%
U.S. History and Government (first administered June 2001)						
Number Tested	255	251	261	40	20	26
Number Scoring 55–100	227	237	248	17	17	19
Number Scoring 65–100	209	213	238	15	15	17
Number Scoring 85–100	138	96	124	5	0	2
Percentage of Tested Scoring 55–100	89%	94%	95%	42%	85%	73%
Percentage of Tested Scoring 65–100	82%	85%	91%	38%	75%	65%
Percentage of Tested Scoring 85–100	54%	38%	48%	12%	0%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	208	211	298	30	24	47
Number Scoring 55–100	195	208	238	22	23	17
Number Scoring 65–100	181	194	214	16	17	12
Number Scoring 85–100	29	46	51	0	2	0
Percentage of Tested Scoring 55–100	94%	99%	80%	73%	96%	36%
Percentage of Tested Scoring 65–100	87%	92%	72%	53%	71%	26%
Percentage of Tested Scoring 85–100	14%	22%	17%	0%	8%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	258	298	291	39	19	49
Number Scoring 55–100	234	278	232	19	12	32
Number Scoring 65–100	200	256	210	12	10	26
Number Scoring 85–100	92	130	93	1	1	1
Percentage of Tested Scoring 55–100	91%	93%	80%	49%	63%	65%
Percentage of Tested Scoring 65–100	78%	86%	72%	31%	53%	53%
Percentage of Tested Scoring 85–100	36%	44%	32%	3%	5%	2%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		192	218		6	7
Number Scoring 55–100		184	195		5	5
Number Scoring 65–100		140	162		2	2
Number Scoring 85–100		11	44		0	0
Percentage of Tested Scoring 55–100		96%	89%		83%	71%
Percentage of Tested Scoring 65–100		73%	74%		33%	29%
Percentage of Tested Scoring 85–100		6%	20%		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	39	22	34	0	0	0
Number Scoring 55–100	39	22	34	0	0	0
Number Scoring 65–100	39	22	34	0	0	0
Number Scoring 85–100	34	20	31	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	87%	91%	91%	0%	0%	0%
Comprehensive Italian						
Number Tested	28	28	33	1	0	0
Number Scoring 55–100	28	27	32	#	0	0
Number Scoring 65–100	26	27	32	#	0	0
Number Scoring 85–100	13	17	21	#	0	0
Percentage of Tested Scoring 55–100	100%	96%	97%	#	0%	0%
Percentage of Tested Scoring 65–100	93%	96%	97%	#	0%	0%
Percentage of Tested Scoring 85–100	46%	61%	64%	#	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	18	16	17	0	0	1
Number Scoring 55–100	18	15	16	0	0	#
Number Scoring 65–100	18	15	16	0	0	#
Number Scoring 85–100	9	5	7	0	0	#
Percentage of Tested Scoring 55–100	100%	94%	94%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	94%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	50%	31%	41%	0%	0%	#
Comprehensive Spanish						
Number Tested	137	125	221	2	2	8
Number Scoring 55–100	137	124	208	#	#	7
Number Scoring 65–100	135	123	202	#	#	6
Number Scoring 85–100	99	93	119	#	#	2
Percentage of Tested Scoring 55–100	100%	99%	94%	#	#	88%
Percentage of Tested Scoring 65–100	99%	98%	91%	#	#	75%
Percentage of Tested Scoring 85–100	72%	74%	54%	#	#	25%
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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	306	85	19	19	16	3
Number Scoring 55–100	250	47	7	10	4	#
Number Scoring 65–100	225	30	2	10	1	#
Number Scoring 85–100	107	3	0	2	0	#
Percentage of Tested Scoring 55–100	82%	55%	37%	53%	25%	#
Percentage of Tested Scoring 65–100	74%	35%	11%	53%	6%	#
Percentage of Tested Scoring 85–100	35%	4%	0%	11%	0%	#
Sequential Mathematics, Course III						
Number Tested	208	195	25	15	7	0
Number Scoring 55–100	167	165	13	10	7	0
Number Scoring 65–100	155	149	9	7	6	0
Number Scoring 85–100	71	84	1	1	0	0
Percentage of Tested Scoring 55–100	80%	85%	52%	67%	100%	0%
Percentage of Tested Scoring 65–100	75%	76%	36%	47%	86%	0%
Percentage of Tested Scoring 85–100	34%	43%	4%	7%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	6	100%	1	#	0	0%
Students with Disabilities	10	80%	3	#	0	0%

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	264	264	264	36	36	36	300	300	300
Number Scoring 55–64	4	18	12	7	3	7	11	21	19
Number Scoring 65–84	92	108	119	12	14	14	104	122	133
Number Scoring 85–100	113	93	108	2	0	0	115	93	108
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)