

New York State School Report Card

Comprehensive Information Report

BEDS Code: 18-10-01-06-0002
 Name: Le Roy Junior-Senior High School
 Principal: Charles Herring

Grade Range : 7-12

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	138	140	114
Eighth	111	125	135
Ninth	136	115	123
Tenth	107	126	119
Eleventh	104	91	115
Twelfth	115	115	93
Ungraded Secondary	26	26	28
Total K-12 Enrollment	737	738	727

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	13	1.8%	12	1.6%	11	1.5%
Black (Not Hispanic)	21	2.8%	19	2.6%	23	3.2%
Hispanic	8	1.1%	8	1.1%	6	0.8%
White (Not Hispanic)	695	94.3%	699	94.7%	687	94.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	21	22
Mathematics Grade 8	21	20	19
Science Grade 8	22	22	22
Social Studies Grade 8	23	23	23
English Grade 10	20	21	23
Mathematics Grade 10	0	16	20
Science Grade 10	23	21	24
Social Studies Grade 10	21	22	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.3%	3	0.4%	5	0.7%
Eligible for Free Lunch	65	8.8%	88	11.9%	115	15.8%

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		95.7%		95.7%		96.0%
Student Suspensions	33	4.6%	36	4.9%	51	6.9%

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

	2002-03	2003-04	2004-05
Reduced Lunch	6.5%	7.2%	9.5%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	97%	96%	100%

Staff Counts

Staff	2004-05
Total Teachers	57
Total Other Professional Staff	10
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*	107	94	85
	Regents Diplomas	87	68	79
	% Regents Diplomas	81%	72%	93%
	Regents Diplomas with Advanced Designation**			45
	% Regents Diplomas with Advanced Designation			53%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	12	16	4
	Regents Diplomas	5	7	4
	% Regents Diplomas	42%	44%	100%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			25%
	IEP Diplomas or Local Certificates	1	7	4
All Students	Total Graduates*	119	110	89
	Regents Diplomas	92	75	83
	% Regents Diplomas	77%	68%	93%
	Regents Diplomas with Advanced Designation**			46
	% Regents Diplomas with Advanced Designation			52%
	IEP Diplomas or Local Certificates	1	7	4

* 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	46	33	0	3	2	0	0	1
	Percent	54%	39%	0%	4%	2%	0%	0%	1%
Students with Disabilities	Number	1	2	0	0	1	0	0	0
	Percent	25%	50%	0%	0%	25%	0%	0%	0%
All Students	Number	47	35	0	3	3	0	0	1
	Percent	53%	39%	0%	3%	3%	0%	0%	1%

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	10		2	0.5%	3	0.7%
	Entered GED Program*	2		3	0.7%	1	0.2%
	Total Noncompleters	12		5	1.2%	4	1.0%
Students with Disabilities	Dropped Out	0		4	4.7%	1	1.7%
	Entered GED Program*	2		1	1.2%	0	0.0%
	Total Noncompleters	2		5	5.8%	1	1.7%
All Students	Dropped Out	10	2.1%	6	1.2%	4	0.9%
	Entered GED Program*	4	0.8%	4	0.8%	1	0.2%
	Total Noncompleters	14	2.9%	10	2.0%	5	1.1%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	18	100%	20	100%	9	89%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	14	100%	18	100%	17	94%
Spanish	52	92%	61	92%	73	93%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	0	0%
Spanish	5	100%	1	#	1	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	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%	1	#	0	0%

Students with Disabilities

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

(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	108	92	124	15	4	12
Number Scoring 55-100	102	91	124	11	#	12
Number Scoring 65-100	98	87	113	9	#	9
Number Scoring 85-100	56	58	52	3	#	0
Percentage of Tested Scoring 55-100	94%	99%	100%	73%	#	100%
Percentage of Tested Scoring 65-100	91%	95%	91%	60%	#	75%
Percentage of Tested Scoring 85-100	52%	63%	42%	20%	#	0%
Mathematics A						
Number Tested	123	131	115	13	14	19
Number Scoring 55-100	117	130	115	12	14	19
Number Scoring 65-100	111	124	114	11	13	18
Number Scoring 85-100	17	56	45	1	4	4
Percentage of Tested Scoring 55-100	95%	99%	100%	92%	100%	100%
Percentage of Tested Scoring 65-100	90%	95%	99%	85%	93%	95%
Percentage of Tested Scoring 85-100	14%	43%	39%	8%	29%	21%
Mathematics B						
Number Tested	0	0	121	0	0	2
Number Scoring 55-100	0	0	108	0	0	#
Number Scoring 65-100	0	0	88	0	0	#
Number Scoring 85-100	0	0	20	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	89%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	73%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	17%	0%	0%	#
Global History and Geography						
Number Tested	115	128	114	13	16	16
Number Scoring 55-100	110	119	101	12	15	14
Number Scoring 65-100	100	110	93	10	12	13
Number Scoring 85-100	35	46	36	0	1	1
Percentage of Tested Scoring 55-100	96%	93%	89%	92%	94%	88%
Percentage of Tested Scoring 65-100	87%	86%	82%	77%	75%	81%
Percentage of Tested Scoring 85-100	30%	36%	32%	0%	6%	6%
U.S. History and Government						
Number Tested	111	94	125	13	6	15
Number Scoring 55-100	110	90	117	13	5	12
Number Scoring 65-100	107	87	107	13	5	11
Number Scoring 85-100	58	53	58	4	4	4
Percentage of Tested Scoring 55-100	99%	96%	94%	100%	83%	80%
Percentage of Tested Scoring 65-100	96%	93%	86%	100%	83%	73%
Percentage of Tested Scoring 85-100	52%	56%	46%	31%	67%	27%

(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	86	105	115	6	5	17
Number Scoring 55-100	86	103	113	6	5	16
Number Scoring 65-100	81	102	110	6	4	13
Number Scoring 85-100	20	58	53	0	0	3
Percentage of Tested Scoring 55-100	100%	98%	98%	100%	100%	94%
Percentage of Tested Scoring 65-100	94%	97%	96%	100%	80%	76%
Percentage of Tested Scoring 85-100	23%	55%	46%	0%	0%	18%
Physical Setting/Earth Science						
Number Tested	110	125	127	4	20	16
Number Scoring 55-100	109	119	123	#	19	14
Number Scoring 65-100	108	116	117	#	18	13
Number Scoring 85-100	75	62	66	#	5	5
Percentage of Tested Scoring 55-100	99%	95%	97%	#	95%	88%
Percentage of Tested Scoring 65-100	98%	93%	92%	#	90%	81%
Percentage of Tested Scoring 85-100	68%	50%	52%	#	25%	31%
Physical Setting/Chemistry						
Number Tested	66	72	92	3	3	2
Number Scoring 55-100	65	71	90	#	#	#
Number Scoring 65-100	59	61	87	#	#	#
Number Scoring 85-100	18	14	29	#	#	#
Percentage of Tested Scoring 55-100	98%	99%	98%	#	#	#
Percentage of Tested Scoring 65-100	89%	85%	95%	#	#	#
Percentage of Tested Scoring 85-100	27%	19%	32%	#	#	#
Physical Setting/Physics						
Number Tested		32	40		0	2
Number Scoring 55-100		32	39		0	#
Number Scoring 65-100		32	38		0	#
Number Scoring 85-100		14	21		0	#
Percentage of Tested Scoring 55-100		100%	97%		0%	#
Percentage of Tested Scoring 65-100		100%	95%		0%	#
Percentage of Tested Scoring 85-100		44%	53%		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	29	11	18	1	0	0
Number Scoring 55-100	29	11	18	#	0	0
Number Scoring 65-100	29	11	18	#	0	0
Number Scoring 85-100	20	9	13	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	69%	82%	72%	#	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	38	47	36	1	1	1
Number Scoring 55-100	38	46	36	#	#	#
Number Scoring 65-100	38	42	36	#	#	#
Number Scoring 85-100	22	21	27	#	#	#
Percentage of Tested Scoring 55-100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	89%	100%	#	#	#
Percentage of Tested Scoring 85-100	58%	45%	75%	#	#	#
Comprehensive Latin						
Number Tested	16	22	17	0	0	0
Number Scoring 55-100	16	22	17	0	0	0
Number Scoring 65-100	16	22	17	0	0	0
Number Scoring 85-100	9	13	5	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	56%	59%	29%	0%	0%	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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 2005	General-Education Students	117	0%	21%	50%	30%
	Students with Disabilities	12	0%	42%	42%	17%
	All Students	129	0%	22%	49%	29%

(Form – I)

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	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	89	89	89	9	9	9	98	98	98
Number Scoring 55–64	5	3	2	0	0	0	5	3	2
Number Scoring 65–84	49	34	32	5	0	5	54	34	37
Number Scoring 85–100	34	51	55	0	6	1	34	57	56
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		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 7–8)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		3	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9–12)						
Number Tested		3	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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)