

# New York State School Report Card Comprehensive Information Report

BEDS Code: 22-14-01-04-0001  
 Name: La Fargeville Central School  
 Principal: Kisun J. Peters

Grade Range : K-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	41	40	26
First	43	46	43
Second	45	46	43
Third	56	40	45
Fourth	39	58	45
Fifth	46	41	57
Sixth	35	50	44
Ungraded Elementary	0	0	0
Seventh	49	40	52
Eighth	51	46	46
Ninth	47	51	47
Tenth	30	48	56
Eleventh	29	32	38
Twelfth	29	33	29
Ungraded Secondary	0	0	0
Total K-12 Enrollment	540	571	571

## 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	0.5%	2	0.4%
Black (Not Hispanic)	7	1.3%	5	0.9%	8	1.4%
Hispanic	1	0.2%	2	0.4%	3	0.5%
White (Not Hispanic)	532	98.5%	561	98.2%	558	97.7%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	14	20	13
Common Branch	20	21	20
English Grade 8	14	15	22
Mathematics Grade 8	26	9	11
Science Grade 8	25	18	21
Social Studies Grade 8	0	0	23
English Grade 10	0	22	16
Mathematics Grade 10	9	9	17
Science Grade 10	17	20	19
Social Studies Grade 10	17	19	15

(Form - A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	146	27.0%	149	26.1%	175	30.7%

### 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		96.5%		95.3%		94.2%
Student Suspensions	14	2.6%	24	4.4%	25	4.4%

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

	2002-03	2003-04	2004-05
Reduced Lunch	17.2%	15.6%	14.2%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	97%	100%	100%

### Staff Counts

Staff	2004-05
Total Teachers	43
Total Other Professional Staff	5
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
<b>General-Education Students</b>	Total Graduates*	23	23	24
	Regents Diplomas	16	18	23
	% Regents Diplomas	70%	78%	96%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	5	1	3
	Regents Diplomas	0	0	2
	% Regents Diplomas	0%	0%	67%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	3
<b>All Students</b>	Total Graduates*	28	24	27
	Regents Diplomas	16	18	25
	% Regents Diplomas	57%	75%	93%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates	0	0	3

\* 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
<b>General-Education Students</b>	<b>Number</b>	8	9	1	3	3	0	0	0
	<b>Percent</b>	33%	38%	4%	12%	12%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	1	0	0	2	0	0	0
	<b>Percent</b>	0%	33%	0%	0%	67%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	8	10	1	3	5	0	0	0
	<b>Percent</b>	30%	37%	4%	11%	19%	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.
<b>General-Education Students</b>	Dropped Out	7		3	2.1%	10	6.4%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	8		3	2.1%	10	6.4%
<b>Students with Disabilities</b>	Dropped Out	1		2	25.0%	1	4.8%
	Entered GED Program*	0		1	12.5%	0	0.0%
	Total Noncompleters	1		3	37.5%	1	4.8%
<b>All Students</b>	Dropped Out	8	5.9%	5	3.3%	11	6.2%
	Entered GED Program*	1	0.7%	1	0.7%	0	0.0%
	Total Noncompleters	9	6.7%	6	3.9%	11	6.2%

\*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	92	78	85
	Number of Students with Disabilities	8	8	11
	Number of All Students	100	86	96
	Percent of Enrollment	74%	63%	68%
9-12	Number of General-Education Students	109	149	168
	Number of Students with Disabilities	26	15	20
	Number of All Students	135	164	188
	Percent of Enrollment	100%	100%	111%

(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	0	0%	4	#	5	40%
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	#	2	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%

# Regents Competency Tests

## General-Education Students

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

(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	30	28	33	2	3	2
Number Scoring 55-100	30	28	31	#	#	#
Number Scoring 65-100	29	28	30	#	#	#
Number Scoring 85-100	15	13	12	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	94%	#	#	#
Percentage of Tested Scoring 65-100	97%	100%	91%	#	#	#
Percentage of Tested Scoring 85-100	50%	46%	36%	#	#	#
<b>Mathematics A</b>						
Number Tested	28	38	49	1	3	2
Number Scoring 55-100	26	38	49	#	#	#
Number Scoring 65-100	24	35	47	#	#	#
Number Scoring 85-100	6	15	22	#	#	#
Percentage of Tested Scoring 55-100	93%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	86%	92%	96%	#	#	#
Percentage of Tested Scoring 85-100	21%	39%	45%	#	#	#
<b>Mathematics B</b>						
Number Tested	0	26	23	0	0	1
Number Scoring 55-100	0	24	17	0	0	#
Number Scoring 65-100	0	22	12	0	0	#
Number Scoring 85-100	0	9	1	0	0	#
Percentage of Tested Scoring 55-100	0%	92%	74%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	85%	52%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	35%	4%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	28	40	50	3	3	3
Number Scoring 55-100	28	37	45	#	#	#
Number Scoring 65-100	28	34	41	#	#	#
Number Scoring 85-100	8	18	21	#	#	#
Percentage of Tested Scoring 55-100	100%	93%	90%	#	#	#
Percentage of Tested Scoring 65-100	100%	85%	82%	#	#	#
Percentage of Tested Scoring 85-100	29%	45%	42%	#	#	#
<b>U.S. History and Government</b>						
Number Tested	29	26	34	1	3	2
Number Scoring 55-100	29	26	33	#	#	#
Number Scoring 65-100	29	26	30	#	#	#
Number Scoring 85-100	21	12	25	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	97%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	88%	#	#	#
Percentage of Tested Scoring 85-100	72%	46%	74%	#	#	#

(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	46	57	44	4	0	3
Number Scoring 55-100	44	56	42	#	0	#
Number Scoring 65-100	39	56	39	#	0	#
Number Scoring 85-100	9	14	10	#	0	#
Percentage of Tested Scoring 55-100	96%	98%	95%	#	0%	#
Percentage of Tested Scoring 65-100	85%	98%	89%	#	0%	#
Percentage of Tested Scoring 85-100	20%	25%	23%	#	0%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	29	33	48	2	2	3
Number Scoring 55-100	29	33	45	#	#	#
Number Scoring 65-100	29	33	43	#	#	#
Number Scoring 85-100	18	9	25	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	94%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	90%	#	#	#
Percentage of Tested Scoring 85-100	62%	27%	52%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	17	13	18	0	0	0
Number Scoring 55-100	17	13	18	0	0	0
Number Scoring 65-100	15	13	16	0	0	0
Number Scoring 85-100	5	2	4	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	29%	15%	22%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		10	7		0	0
Number Scoring 55-100		10	5		0	0
Number Scoring 65-100		10	5		0	0
Number Scoring 85-100		3	2		0	0
Percentage of Tested Scoring 55-100		100%	71%		0%	0%
Percentage of Tested Scoring 65-100		100%	71%		0%	0%
Percentage of Tested Scoring 85-100		30%	29%		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
<b>Comprehensive French</b>						
Number Tested	13	8	13	0	0	0
Number Scoring 55-100	13	8	13	0	0	0
Number Scoring 65-100	13	8	13	0	0	0
Number Scoring 85-100	8	7	8	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	62%	88%	62%	0%	0%	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	5	2	8	0	0	1
Number Scoring 55-100	5	#	8	0	0	#
Number Scoring 65-100	5	#	8	0	0	#
Number Scoring 85-100	4	#	6	0	0	#
Percentage of Tested Scoring 55-100	100%	#	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	#	100%	0%	0%	#
Percentage of Tested Scoring 85-100	80%	#	75%	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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	50	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	53	13%	6%	55%	26%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	39	8%	31%	54%	8%
	Students with Disabilities	6	17%	83%	0%	0%
	All Students	45	9%	38%	47%	7%

(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
<b>Elementary Level</b>						
Social Studies	1	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	27	27	27	3	3	3	30	30	30
Number Scoring 55–64	#	#	#	#	#	#	0	0	1
Number Scoring 65–84	#	#	#	#	#	#	18	11	11
Number Scoring 85–100	#	#	#	#	#	#	6	13	15
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)