

New York State School Report Card Comprehensive Information Report

BEDS Code: 18-10-01-06-0002

Grade Range : 7-12

Name: Le Roy Junior-Senior High School

Principal: Charles Herring

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	147	108	138
Eighth	119	140	111
Ninth	122	111	136
Tenth	117	120	107
Eleventh	99	110	104
Twelfth	88	103	115
Ungraded Secondary	21	26	26
Total K-12 Enrollment	713	718	737

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	4	0.6%	3	0.4%	13	1.8%
Black (Not Hispanic)	12	1.7%	12	1.7%	21	2.8%
Hispanic	2	0.3%	7	1.0%	8	1.1%
White (Not Hispanic)	695	97.5%	696	96.9%	695	94.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	23	19
Mathematics Grade 8	21	18	21
Science Grade 8	19	24	22
Social Studies Grade 8	21	24	23
English Grade 10	20	20	20
Mathematics Grade 10	27	21	0
Science Grade 10	23	23	23
Social Studies Grade 10	20	20	21

(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	0	0.0%	1	0.1%	2	0.3%
Eligible for Free Lunch	49	6.9%	60	8.4%	65	8.8%

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		95.3%		95.4%		95.7%
Student Suspensions	44	6.4%	27	3.8%	33	4.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.1%	6.8%	6.5%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	99%	97%	97%

Staff Counts

Staff	2002–2003
Total Teachers	53
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	80	59	74%	85	61	72%	107	87	81%
Students with Disabilities	4	1	25%	11	3	27%	12	5	42%
All Students	84	60	71%	96	64	67%	119	92	77%

*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	47	58	0	3	9	2
Percent	39%	49%	0%	3%	8%	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)
12	5	1	13

*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			0		10	
	Entered GED Program*			1		2	
	Total Noncompleters			1		12	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			4		2	
	Total Noncompleters			7		2	
All Students	Dropped Out	7	1.6%	3	0.7%	10	2.1%
	Entered GED Program*	11	2.5%	5	1.1%	4	0.8%
	Total Noncompleters	18	4.1%	8	1.7%	14	2.9%

*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	26	100%	19	89%	18	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	16	100%	22	100%	14	100%
Spanish	41	90%	55	93%	52	92%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	1	#
Spanish	3	#	3	#	5	100%

(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	0	0%	3	#	1	#
Science	0	0%	2	#	0	0%
Reading	0	0%	4	#	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	104	114	108	12	9	15
Number Scoring 55–100	102	113	102	11	9	11
Number Scoring 65–100	86	108	98	5	8	9
Number Scoring 85–100	23	60	56	0	4	3
Percentage of Tested Scoring 55–100	98%	99%	94%	92%	100%	73%
Percentage of Tested Scoring 65–100	83%	95%	91%	42%	89%	60%
Percentage of Tested Scoring 85–100	22%	53%	52%	0%	44%	20%
Mathematics A						
Number Tested	0	64	123	0	13	13
Number Scoring 55–100	0	45	117	0	7	12
Number Scoring 65–100	0	37	111	0	7	11
Number Scoring 85–100	0	1	17	0	0	1
Percentage of Tested Scoring 55–100	0%	70%	95%	0%	54%	92%
Percentage of Tested Scoring 65–100	0%	58%	90%	0%	54%	85%
Percentage of Tested Scoring 85–100	0%	2%	14%	0%	0%	8%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	107	117	115	18	14	13
Number Scoring 55–100	106	110	110	18	13	12
Number Scoring 65–100	105	99	100	18	8	10
Number Scoring 85–100	40	26	35	6	1	0
Percentage of Tested Scoring 55–100	99%	94%	96%	100%	93%	92%
Percentage of Tested Scoring 65–100	98%	85%	87%	100%	57%	77%
Percentage of Tested Scoring 85–100	37%	22%	30%	33%	7%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	107	116	111	11	11	13
Number Scoring 55–100	102	115	110	7	11	13
Number Scoring 65–100	98	110	107	6	11	13
Number Scoring 85–100	61	41	58	5	2	4
Percentage of Tested Scoring 55–100	95%	99%	99%	64%	100%	100%
Percentage of Tested Scoring 65–100	92%	95%	96%	55%	100%	100%
Percentage of Tested Scoring 85–100	57%	35%	52%	45%	18%	31%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	98	93	86	11	8	6
Number Scoring 55–100	98	93	86	11	8	6
Number Scoring 65–100	97	93	81	11	8	6
Number Scoring 85–100	23	26	20	1	2	0
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	100%	94%	100%	100%	100%
Percentage of Tested Scoring 85–100	23%	28%	23%	9%	25%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	114	93	110	19	8	4
Number Scoring 55–100	112	91	109	18	7	#
Number Scoring 65–100	109	90	108	16	7	#
Number Scoring 85–100	56	48	75	4	1	#
Percentage of Tested Scoring 55–100	98%	98%	99%	95%	88%	#
Percentage of Tested Scoring 65–100	96%	97%	98%	84%	88%	#
Percentage of Tested Scoring 85–100	49%	52%	68%	21%	12%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		71	66		3	3
Number Scoring 55–100		71	65		#	#
Number Scoring 65–100		68	59		#	#
Number Scoring 85–100		20	18		#	#
Percentage of Tested Scoring 55–100		100%	98%		#	#
Percentage of Tested Scoring 65–100		96%	89%		#	#
Percentage of Tested Scoring 85–100		28%	27%		#	#
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	9	15	29	0	1	1
Number Scoring 55–100	9	15	29	0	#	#
Number Scoring 65–100	9	13	29	0	#	#
Number Scoring 85–100	5	4	20	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	87%	100%	0%	#	#
Percentage of Tested Scoring 85–100	56%	27%	69%	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	37	53	38	7	0	1
Number Scoring 55–100	37	52	38	7	0	#
Number Scoring 65–100	37	51	38	7	0	#
Number Scoring 85–100	23	25	22	5	0	#
Percentage of Tested Scoring 55–100	100%	98%	100%	100%	0%	#
Percentage of Tested Scoring 65–100	100%	96%	100%	100%	0%	#
Percentage of Tested Scoring 85–100	62%	47%	58%	71%	0%	#
Comprehensive Latin						
Number Tested	12	14	16	0	1	0
Number Scoring 55–100	12	14	16	0	#	0
Number Scoring 65–100	12	14	16	0	#	0
Number Scoring 85–100	8	12	9	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	67%	86%	56%	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	81	86	3	5	2	0
Number Scoring 55–100	80	85	#	5	#	0
Number Scoring 65–100	79	82	#	5	#	0
Number Scoring 85–100	41	48	#	2	#	0
Percentage of Tested Scoring 55–100	99%	99%	#	100%	#	0%
Percentage of Tested Scoring 65–100	98%	95%	#	100%	#	0%
Percentage of Tested Scoring 85–100	51%	56%	#	40%	#	0%
Sequential Mathematics, Course III						
Number Tested	62	68	73	2	3	1
Number Scoring 55–100	59	62	63	#	#	#
Number Scoring 65–100	57	59	60	#	#	#
Number Scoring 85–100	29	26	20	#	#	#
Percentage of Tested Scoring 55–100	95%	91%	86%	#	#	#
Percentage of Tested Scoring 65–100	92%	87%	82%	#	#	#
Percentage of Tested Scoring 85–100	47%	38%	27%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	40	98%	35	100%	0	0%
Students with Disabilities	11	100%	9	100%	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	91	0%	23%	67%	10%
	Students with Disabilities	17	12%	53%	35%	0%
	All Students	108	2%	28%	62%	8%

(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	98	98	98	9	9	9	107	107	107
Number Scoring 55–64	0	3	2	0	0	0	0	3	2
Number Scoring 65–84	59	55	48	6	8	6	65	63	54
Number Scoring 85–100	38	38	48	3	1	3	41	39	51
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)