

New York State School Report Card Comprehensive Information Report

BEDS Code : 42-08-07-04-0003

Grade Range : 7-12

Name : La Fayette Junior-Senior High School

Principal: Paula Cowling

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	2	0	0
Ungraded Elementary	0	0	0
Seventh	106	93	83
Eighth	93	108	69
Ninth	81	103	88
Tenth	92	88	119
Eleventh	78	80	91
Twelfth	70	86	69
Ungraded Secondary	0	0	0
Total K-12 Enrollment	522	558	519

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	109	20.9%	124	22.2%	120	23.1%
Black (Not Hispanic)	3	0.6%	4	0.7%	5	1.0%
Hispanic	2	0.4%	1	0.2%	2	0.4%
White (Not Hispanic)	408	78.2%	429	76.9%	392	75.5%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	2	0.4%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	15	15
Mathematics Grade 8	19	10	17
Science Grade 8	17	17	17
Social Studies Grade 8	17	20	15
English Grade 10	20	21	13
Mathematics Grade 10	17	18	18
Science Grade 10	20	25	21
Social Studies Grade 10	18	21	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
51	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 higher 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.3%		94.6%		93.1%
Student Suspensions	49	8.7%	46	8.8%	42	7.5%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	19.9%	15.2%	19.3%
Reduced Lunch	4.8%	5.9%	7.7%
Public Assistance	21-30%	11-20%	31-40%
Student Stability	89%	85%	91%

Staff Counts

Staff	2001–2002
Total Teachers	47
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching out of Certification*	6
Teachers with Temporary Licenses	1

*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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	62	49	79%	48	35	73%	52	33	63%
Students with Disabilities	2	0	0%	7	4	57%	6	3	50%
All Students	64	49	77%	55	39	71%	58	36	62%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	34	16	2	0	5	1
Percent	59%	28%	3%	0%	9%	2%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
6	3	3	9

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					3	0.8%
	Entered GED Program*					9	2.5%
	Total Noncompleters					12	3.3%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					1	0.3%
	Total Noncompleters					1	0.3%
All Students	Dropped Out	5	1.6%	4	1.1%	3	0.8%
	Entered GED Program*	8	2.5%	0	0.0%	10	2.7%
	Total Noncompleters	13	4.1%	4	1.1%	13	3.5%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	6	83%	3	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	8	38%	3	#	0	0%
U.S. Hist & Gov't	15	80%	1	#	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	67%	4	#	2	#
Science	6	100%	4	#	0	0%
Reading	1	100%	3	#	3	#
Writing	0	0%	0	0%	2	#
Global Studies	5	40%	3	#	0	0%
U.S. Hist & Gov't	6	50%	4	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	62	66	74	4	9	7
Number Scoring 55–100	61	61	59	#	5	5
Number Scoring 65–100	52	55	50	#	3	5
Number Scoring 85–100	10	18	23	#	0	1
Percentage of Tested Scoring 55–100	98%	92%	80%	#	56%	71%
Percentage of Tested Scoring 65–100	84%	83%	68%	#	33%	71%
Percentage of Tested Scoring 85–100	16%	27%	31%	#	0%	14%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	63	62	0	4	5	0
Number Scoring 55–100	54	60	0	#	4	0
Number Scoring 65–100	50	56	0	#	4	0
Number Scoring 85–100	28	26	0	#	2	0
Percentage of Tested Scoring 55–100	86%	97%	0%	#	80%	0%
Percentage of Tested Scoring 65–100	79%	90%	0%	#	80%	0%
Percentage of Tested Scoring 85–100	44%	42%	0%	#	40%	0%
Mathematics A						
Number Tested	18	66	105	4	12	7
Number Scoring 55–100	14	31	72	#	7	3
Number Scoring 65–100	3	7	57	#	2	2
Number Scoring 85–100	0	0	11	#	0	0
Percentage of Tested Scoring 55–100	78%	47%	69%	#	58%	43%
Percentage of Tested Scoring 65–100	17%	11%	54%	#	17%	29%
Percentage of Tested Scoring 85–100	0%	0%	10%	#	0%	0%
Global Studies (last administered January 2000)						
Number Tested	4			0		
Number Scoring 55–100	#			0		
Number Scoring 65–100	#			0		
Number Scoring 85–100	#			0		
Percentage of Tested Scoring 55–100	#			0%		
Percentage of Tested Scoring 65–100	#			0%		
Percentage of Tested Scoring 85–100	#			0%		
Global History and Geography (first administered June 2000)						
Number Tested	63	97	107	7	13	13
Number Scoring 55–100	60	92	89	6	12	6
Number Scoring 65–100	59	83	82	5	9	4
Number Scoring 85–100	24	31	26	1	1	0
Percentage of Tested Scoring 55–100	95%	95%	83%	86%	92%	46%
Percentage of Tested Scoring 65–100	94%	86%	77%	71%	69%	31%
Percentage of Tested Scoring 85–100	38%	32%	24%	14%	8%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	55	5		3	0	
Number Scoring 55–100	52	4		#	0	
Number Scoring 65–100	43	3		#	0	
Number Scoring 85–100	10	0		#	0	
Percentage of Tested Scoring 55–100	95%	80%		#	0%	
Percentage of Tested Scoring 65–100	78%	60%		#	0%	
Percentage of Tested Scoring 85–100	18%	0%		#	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		62	73		8	6
Number Scoring 55–100		54	66		3	6
Number Scoring 65–100		46	54		3	2
Number Scoring 85–100		15	9		0	0
Percentage of Tested Scoring 55–100		87%	90%		38%	100%
Percentage of Tested Scoring 65–100		74%	74%		38%	33%
Percentage of Tested Scoring 85–100		24%	12%		0%	0%
Living Environment (first administered June 2001)						
Number Tested		108	39		13	3
Number Scoring 55–100		106	38		13	#
Number Scoring 65–100		100	37		10	#
Number Scoring 85–100		27	11		0	#
Percentage of Tested Scoring 55–100		98%	97%		100%	#
Percentage of Tested Scoring 65–100		93%	95%		77%	#
Percentage of Tested Scoring 85–100		25%	28%		0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		68	94		3	12
Number Scoring 55–100		67	90		#	12
Number Scoring 65–100		66	86		#	11
Number Scoring 85–100		20	43		#	4
Percentage of Tested Scoring 55–100		99%	96%		#	100%
Percentage of Tested Scoring 65–100		97%	91%		#	92%
Percentage of Tested Scoring 85–100		29%	46%		#	33%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	93	74	65	76	77
2001	116	96	67	64	86
2002	84	120	93	68	91

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	11	7	7	7	8
2001	12	13	9	5	10
2002	20	14	11	9	14

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	77	86	91	8	10	14
Comprehensive French						
Number Tested	15	13	29	1	0	1
Number Scoring 55–100	15	13	29	#	0	#
Number Scoring 65–100	15	13	29	#	0	#
Number Scoring 85–100	9	9	10	#	0	#
Percentage of AGE Tested	19%	15%	32%	#	0%	#
Percentage of AGE Scoring 55–100	19%	15%	32%	#	0%	#
Percentage of AGE Scoring 65–100	19%	15%	32%	#	0%	#
Percentage of AGE Scoring 85–100	12%	10%	11%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	77	86	91	8	10	14
Comprehensive Spanish						
Number Tested	25	26	33	1	2	0
Number Scoring 55–100	25	25	33	#	#	0
Number Scoring 65–100	25	25	32	#	#	0
Number Scoring 85–100	6	20	16	#	#	0
Percentage of AGE Tested	32%	30%	36%	#	#	0%
Percentage of AGE Scoring 55–100	32%	29%	36%	#	#	0%
Percentage of AGE Scoring 65–100	32%	29%	35%	#	#	0%
Percentage of AGE Scoring 85–100	8%	23%	18%	#	#	0%
Percentage of Tested Scoring 65–100	100%	96%	97%	#	#	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	77	86	91	8	10	14
Sequential Mathematics, Course II						
Number Tested	61	60	16	3	4	1
Number Scoring 55–100	45	46	12	#	#	#
Number Scoring 65–100	41	37	12	#	#	#
Number Scoring 85–100	14	10	2	#	#	#
Percentage of AGE Tested	79%	70%	18%	#	#	#
Percentage of AGE Scoring 55–100	58%	53%	13%	#	#	#
Percentage of AGE Scoring 65–100	53%	43%	13%	#	#	#
Percentage of AGE Scoring 85–100	18%	12%	2%	#	#	#
Percentage of Tested Scoring 65–100	67%	62%	75%	#	#	#
Sequential Mathematics, Course III						
Number Tested	52	44	49	0	2	3
Number Scoring 55–100	44	38	34	0	#	#
Number Scoring 65–100	39	33	31	0	#	#
Number Scoring 85–100	12	15	11	0	#	#
Percentage of AGE Tested	68%	51%	54%	0%	#	#
Percentage of AGE Scoring 55–100	57%	44%	37%	0%	#	#
Percentage of AGE Scoring 65–100	51%	38%	34%	0%	#	#
Percentage of AGE Scoring 85–100	16%	17%	12%	0%	#	#
Percentage of Tested Scoring 65–100	75%	75%	63%	0%	#	#
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	77	86	91	8	10	14
Earth Science (last administered January 2001)						
Number Tested	87	5		7	1	
Number Scoring 55–100	87	5		7	#	
Number Scoring 65–100	73	2		6	#	
Number Scoring 85–100	27	0		1	#	
Percentage of AGE Tested	113%	6%		88%	#	
Percentage of AGE Scoring 55–100	113%	6%		88%	#	
Percentage of AGE Scoring 65–100	95%	2%		75%	#	
Percentage of AGE Scoring 85–100	35%	0%		12%	#	
Percentage of Tested Scoring 65–100	84%	40%		86%	#	
Biology (last administered January 2001)						
Number Tested	64	3		5	1	
Number Scoring 55–100	63	#		5	#	
Number Scoring 65–100	53	#		2	#	
Number Scoring 85–100	10	#		0	#	
Percentage of AGE Tested	83%	#		62%	#	
Percentage of AGE Scoring 55–100	82%	#		62%	#	
Percentage of AGE Scoring 65–100	69%	#		25%	#	
Percentage of AGE Scoring 85–100	13%	#		0%	#	
Percentage of Tested Scoring 65–100	83%	#		40%	#	
Chemistry (last administered January 2002)						
Number Tested	71	51	5	0	5	1
Number Scoring 55–100	71	48	5	0	5	#
Number Scoring 65–100	66	42	3	0	4	#
Number Scoring 85–100	32	12	0	0	0	#
Percentage of AGE Tested	92%	59%	5%	0%	50%	#
Percentage of AGE Scoring 55–100	92%	56%	5%	0%	50%	#
Percentage of AGE Scoring 65–100	86%	49%	3%	0%	40%	#
Percentage of AGE Scoring 85–100	42%	14%	0%	0%	0%	#
Percentage of Tested Scoring 65–100	93%	82%	60%	0%	80%	#

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	77	86	91	8	10	14
Physics (last administered January 2002)						
Number Tested	18	26	0	2	0	0
Number Scoring 55–100	13	25	0	#	0	0
Number Scoring 65–100	10	19	0	#	0	0
Number Scoring 85–100	3	2	0	#	0	0
Percentage of AGE Tested	23%	30%	0%	#	0%	0%
Percentage of AGE Scoring 55–100	17%	29%	0%	#	0%	0%
Percentage of AGE Scoring 65–100	13%	22%	0%	#	0%	0%
Percentage of AGE Scoring 85–100	4%	2%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	56%	73%	0%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			71			7
Number Scoring 55–100			56			6
Number Scoring 65–100			42			3
Number Scoring 85–100			9			0
Percentage of AGE Tested			78%			50%
Percentage of AGE Scoring 55–100			62%			43%
Percentage of AGE Scoring 65–100			46%			21%
Percentage of AGE Scoring 85–100			10%			0%
Percentage of Tested Scoring 65–100			59%			43%
Physical Setting/Physics (first administered June 2002)						
Number Tested			30			1
Number Scoring 55–100			30			#
Number Scoring 65–100			26			#
Number Scoring 85–100			2			#
Percentage of AGE Tested			33%			#
Percentage of AGE Scoring 55–100			33%			#
Percentage of AGE Scoring 65–100			29%			#
Percentage of AGE Scoring 85–100			2%			#
Percentage of Tested Scoring 65–100			87%			#

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	11	100%	1	#	0	0%
Students with Disabilities	1	#	0	0%	0	0%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	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 2002	General-Education Students	67	0%	19%	70%	10%
	Students with Disabilities	5	0%	40%	60%	0%
	All Students	72	0%	21%	69%	10%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	55	55	6	6	61	61
Number Scoring 55–64	1	4	1	0	2	4
Number Scoring 65–84	29	29	2	3	31	32
Number Scoring 85–100	21	16	1	0	22	16
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	78	11	89
Number Scoring 55–64	0	0	0
Number Scoring 65–84	40	6	46
Number Scoring 85–100	29	2	31
Approved Alternatives	0	0	0

(Form – O)