

New York State District Report Card Comprehensive Information Report

BEDS Code: 18-10-01-06-0000
 Name: Le Roy Central School District
 Superintendent: Mary Jane Brooke

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	92	84	89
First	106	96	88
Second	80	101	98
Third	93	84	111
Fourth	93	89	85
Fifth	109	95	94
Sixth	128	114	107
Ungraded Elementary	23	17	0
Seventh	108	138	140
Eighth	140	111	125
Ninth	111	136	115
Tenth	120	107	126
Eleventh	110	104	91
Twelfth	103	115	115
Ungraded Secondary	26	26	26
Total K-12 Enrollment	1442	1417	1410

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	9	0.6%	18	1.3%	17	1.2%
Black (Not Hispanic)	49	3.4%	52	3.7%	47	3.3%
Hispanic	17	1.2%	11	0.8%	14	1.0%
White (Not Hispanic)	1367	94.8%	1336	94.3%	1332	94.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	17	17
Common Branch	20	19	19
English Grade 8	23	19	21
Mathematics Grade 8	18	21	20
Science Grade 8	24	22	22
Social Studies Grade 8	24	23	23
English Grade 10	20	20	21
Mathematics Grade 10	21	0	16
Science Grade 10	23	23	21
Social Studies Grade 10	20	21	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
NA	NA

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	4	0.3%	14	1.0%
Eligible for Free Lunch	152	10.5%	161	11.4%	127	9.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.8%		95.8%		95.7%
Student Suspensions	34	2.4%	34	2.4%	36	2.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.9%	7.6%	5.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	116
Total Other Professional Staff	20
Total Paraprofessionals	24
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 Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	85	61	72%	107	87	81%	95	69	73%
Students with Disabilities	11	3	27%	15	5	33%	19	8	42%
All Students	96	64	67%	122	92	75%	114	77	68%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	49	54	4	0	7	0
Percent	43%	47%	4%	0%	6%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
19	8	8	27

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		10		2	0.5%
	Entered GED Program*	1		2		3	0.7%
	Total Noncompleters	1		12		5	1.2%
Students with Disabilities	Dropped Out	3		0		4	4.2%
	Entered GED Program*	4		3		1	1.1%
	Total Noncompleters	7		3		5	5.3%
All Students	Dropped Out	3	0.7%	10	2.1%	6	1.2%
	Entered GED Program*	5	1.1%	5	1.0%	4	0.8%
	Total Noncompleters	8	1.7%	15	3.1%	10	1.9%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	50%
2-3	0%	0%	47%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	109	0	94
	Number of Students with Disabilities	0	0	0
	Number of All Students	109	0	94
	Percent of Enrollment	52%	0%	53%
6-8	Number of General-Education Students	128	0	107
	Number of Students with Disabilities	0	0	0
	Number of All Students	128	0	107
	Percent of Enrollment	33%	0%	28%
9-12	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%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	24		
Completed and Passed Regents Exams	23	96%	77%
Completed and had Course Average of 75% or More	24	100%	81%
Completed and Attained a HS Diploma or Equivalent	24	100%	96%
Completed and Whose Status is Known	24		
Completed and Were Successfully Placed	24	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	0	.	19%

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	19	89%	18	100%	20	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	22	100%	14	100%	18	100%
Spanish	55	93%	52	92%	61	92%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	1	#	0	0%
Spanish	3	#	5	100%	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	1	#	0	0%
Science	2	#	0	0%	0	0%
Reading	4	#	1	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	1	#	2	#	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	114	108	92	9	15	4
Number Scoring 55-100	113	102	91	9	11	#
Number Scoring 65-100	108	98	87	8	9	#
Number Scoring 85-100	60	56	58	4	3	#
Percentage of Tested Scoring 55-100	99%	94%	99%	100%	73%	#
Percentage of Tested Scoring 65-100	95%	91%	95%	89%	60%	#
Percentage of Tested Scoring 85-100	53%	52%	63%	44%	20%	#
Mathematics A						
Number Tested	64	123	131	13	13	14
Number Scoring 55-100	45	117	130	7	12	14
Number Scoring 65-100	37	111	124	7	11	13
Number Scoring 85-100	1	17	56	0	1	4
Percentage of Tested Scoring 55-100	70%	95%	99%	54%	92%	100%
Percentage of Tested Scoring 65-100	58%	90%	95%	54%	85%	93%
Percentage of Tested Scoring 85-100	2%	14%	43%	0%	8%	29%
Mathematics 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%
Global History and Geography						
Number Tested	117	115	128	14	13	16
Number Scoring 55-100	110	110	119	13	12	15
Number Scoring 65-100	99	100	110	8	10	12
Number Scoring 85-100	26	35	46	1	0	1
Percentage of Tested Scoring 55-100	94%	96%	93%	93%	92%	94%
Percentage of Tested Scoring 65-100	85%	87%	86%	57%	77%	75%
Percentage of Tested Scoring 85-100	22%	30%	36%	7%	0%	6%
U.S. History and Government						
Number Tested	116	111	94	11	13	6
Number Scoring 55-100	115	110	90	11	13	5
Number Scoring 65-100	110	107	87	11	13	5
Number Scoring 85-100	41	58	53	2	4	4
Percentage of Tested Scoring 55-100	99%	99%	96%	100%	100%	83%
Percentage of Tested Scoring 65-100	95%	96%	93%	100%	100%	83%
Percentage of Tested Scoring 85-100	35%	52%	56%	18%	31%	67%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	93	86	105	8	6	5
Number Scoring 55-100	93	86	103	8	6	5
Number Scoring 65-100	93	81	102	8	6	4
Number Scoring 85-100	26	20	58	2	0	0
Percentage of Tested Scoring 55-100	100%	100%	98%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	94%	97%	100%	100%	80%
Percentage of Tested Scoring 85-100	28%	23%	55%	25%	0%	0%
Physical Setting/Earth Science						
Number Tested	93	110	125	8	4	20
Number Scoring 55-100	91	109	119	7	#	19
Number Scoring 65-100	90	108	116	7	#	18
Number Scoring 85-100	48	75	62	1	#	5
Percentage of Tested Scoring 55-100	98%	99%	95%	88%	#	95%
Percentage of Tested Scoring 65-100	97%	98%	93%	88%	#	90%
Percentage of Tested Scoring 85-100	52%	68%	50%	12%	#	25%
Physical Setting/Chemistry						
Number Tested	71	66	72	3	3	3
Number Scoring 55-100	71	65	71	#	#	#
Number Scoring 65-100	68	59	61	#	#	#
Number Scoring 85-100	20	18	14	#	#	#
Percentage of Tested Scoring 55-100	100%	98%	99%	#	#	#
Percentage of Tested Scoring 65-100	96%	89%	85%	#	#	#
Percentage of Tested Scoring 85-100	28%	27%	19%	#	#	#
Physical Setting/Physics						
Number Tested			32			0
Number Scoring 55-100			32			0
Number Scoring 65-100			32			0
Number Scoring 85-100			14			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			44%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	15	29	11	1	1	0
Number Scoring 55-100	15	29	11	#	#	0
Number Scoring 65-100	13	29	11	#	#	0
Number Scoring 85-100	4	20	9	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	87%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	27%	69%	82%	#	#	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	53	38	47	0	1	1
Number Scoring 55-100	52	38	46	0	#	#
Number Scoring 65-100	51	38	42	0	#	#
Number Scoring 85-100	25	22	21	0	#	#
Percentage of Tested Scoring 55-100	98%	100%	98%	0%	#	#
Percentage of Tested Scoring 65-100	96%	100%	89%	0%	#	#
Percentage of Tested Scoring 85-100	47%	58%	45%	0%	#	#
Comprehensive Latin						
Number Tested	14	16	22	1	0	0
Number Scoring 55-100	14	16	22	#	0	0
Number Scoring 65-100	14	16	22	#	0	0
Number Scoring 85-100	12	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	86%	56%	59%	#	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	68	73	67	3	1	1
Number Scoring 55-100	62	63	49	#	#	#
Number Scoring 65-100	59	60	37	#	#	#
Number Scoring 85-100	26	20	4	#	#	#
Percentage of Tested Scoring 55-100	91%	86%	73%	#	#	#
Percentage of Tested Scoring 65-100	87%	82%	55%	#	#	#
Percentage of Tested Scoring 85-100	38%	27%	6%	#	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	35	100%	0	0%	27	100%
Students with Disabilities	9	100%	0	0%	9	100%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	85	4%	2%	60%	34%
	Students with Disabilities	12	33%	25%	42%	0%
	All Students	97	7%	5%	58%	30%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	114	0%	32%	58%	11%
	Students with Disabilities	16	19%	56%	25%	0%
	All Students	130	2%	35%	54%	9%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	0	#	#	#	#
Middle Level						
Social Studies	1	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

2000 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	92	92	92	21	21	21	113	113	113
Number Scoring 55–64	3	0	0	2	0	2	5	0	2
Number Scoring 65–84	61	38	43	12	10	11	73	48	54
Number Scoring 85–100	24	50	47	1	3	1	25	53	48
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)