

New York State School Report Card Comprehensive Information Report

BEDS Code: 22-14-01-04-0001

Grade Range : K-12

Name: La Fargeville Central School

Principal: W. Snyder & N. Hornbeck

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	47	34	41
First	59	46	43
Second	36	63	45
Third	47	37	56
Fourth	30	43	39
Fifth	46	32	46
Sixth	48	47	35
Ungraded Elementary	0	0	0
Seventh	51	50	49
Eighth	42	50	51
Ninth	32	38	47
Tenth	38	36	30
Eleventh	26	37	29
Twelfth	27	26	29
Ungraded Secondary	0	0	0
Total K-12 Enrollment	529	539	540

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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	5	0.9%	5	0.9%	7	1.3%
Hispanic	3	0.6%	1	0.2%	1	0.2%
White (Not Hispanic)	521	98.5%	533	98.9%	532	98.5%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	24	17	14
Common Branch	21	19	20
English Grade 8	24	25	14
Mathematics Grade 8	22	14	26
Science Grade 8	22	25	25
Social Studies Grade 8	11	25	0
English Grade 10	18	15	0
Mathematics Grade 10	12	15	9
Science Grade 10	31	15	17
Social Studies Grade 10	16	14	17

(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. Assessment results and accountability measures for schools in this group are compared with similar 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	183	34.6%	149	27.6%	146	27.0%

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		96.1%		95.3%		96.5%
Student Suspensions	7	1.4%	23	4.3%	14	2.6%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.3%	13.5%	17.2%
Public Assistance	41-50%	31-40%	31-40%
Student Stability	100%	96%	97%

Staff Counts

Staff	2002–2003
Total Teachers	40
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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*

	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	25	13	52%	18	14	78%	23	16	70%
Students with Disabilities	2	0	0%	4	0	0%	5	0	0%
All Students	27	13	48%	22	14	64%	28	16	57%

*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	9	17	0	1	1	0
Percent	32%	61%	0%	4%	4%	0%

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)
5	0	0	5

*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			3		7	
	Entered GED Program*			0		1	
	Total Noncompleters			3		8	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	0	0.0%	3	2.2%	8	5.9%
	Entered GED Program*	1	0.8%	0	0.0%	1	0.7%
	Total Noncompleters	1	0.8%	3	2.2%	9	6.7%

*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	92
	Number of Students with Disabilities		0	8
	Number of All Students		0	100
	Percent of Enrollment		0%	74%
9-12	Number of General-Education Students		137	109
	Number of Students with Disabilities		0	26
	Number of All Students		137	135
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

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

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	25	31	30	3	4	2
Number Scoring 55–100	25	31	30	#	#	#
Number Scoring 65–100	25	31	29	#	#	#
Number Scoring 85–100	11	13	15	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	97%	#	#	#
Percentage of Tested Scoring 85–100	44%	42%	50%	#	#	#
Mathematics A						
Number Tested	28	0	28	6	0	1
Number Scoring 55–100	26	0	26	4	0	#
Number Scoring 65–100	20	0	24	4	0	#
Number Scoring 85–100	7	0	6	0	0	#
Percentage of Tested Scoring 55–100	93%	0%	93%	67%	0%	#
Percentage of Tested Scoring 65–100	71%	0%	86%	67%	0%	#
Percentage of Tested Scoring 85–100	25%	0%	21%	0%	0%	#
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	36	26	28	6	1	3
Number Scoring 55–100	35	26	28	6	#	#
Number Scoring 65–100	28	26	28	3	#	#
Number Scoring 85–100	5	1	8	0	#	#
Percentage of Tested Scoring 55–100	97%	100%	100%	100%	#	#
Percentage of Tested Scoring 65–100	78%	100%	100%	50%	#	#
Percentage of Tested Scoring 85–100	14%	4%	29%	0%	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	0	30	29	0	5	1
Number Scoring 55–100	0	30	29	0	5	#
Number Scoring 65–100	0	30	29	0	5	#
Number Scoring 85–100	0	11	21	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	100%	#
Percentage of Tested Scoring 65–100	0%	100%	100%	0%	100%	#
Percentage of Tested Scoring 85–100	0%	37%	72%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	32	38	46	0	4	4
Number Scoring 55–100	30	38	44	0	#	#
Number Scoring 65–100	30	38	39	0	#	#
Number Scoring 85–100	4	7	9	0	#	#
Percentage of Tested Scoring 55–100	94%	100%	96%	0%	#	#
Percentage of Tested Scoring 65–100	94%	100%	85%	0%	#	#
Percentage of Tested Scoring 85–100	12%	18%	20%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	23	27	29	4	1	2
Number Scoring 55–100	23	27	29	#	#	#
Number Scoring 65–100	23	27	29	#	#	#
Number Scoring 85–100	10	20	18	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	43%	74%	62%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		11	17		0	0
Number Scoring 55–100		11	17		0	0
Number Scoring 65–100		9	15		0	0
Number Scoring 85–100		0	5		0	0
Percentage of Tested Scoring 55–100		100%	100%		0%	0%
Percentage of Tested Scoring 65–100		82%	88%		0%	0%
Percentage of Tested Scoring 85–100		0%	29%		0%	0%
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	5	3	13	0	0	0
Number Scoring 55–100	5	#	13	0	0	0
Number Scoring 65–100	5	#	13	0	0	0
Number Scoring 85–100	4	#	8	0	0	0
Percentage of Tested Scoring 55–100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	80%	#	62%	0%	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	7	10	5	0	0	0
Number Scoring 55–100	7	10	5	0	0	0
Number Scoring 65–100	7	10	5	0	0	0
Number Scoring 85–100	2	4	4	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	29%	40%	80%	0%	0%	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 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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	1	33	2	0	1	0
Number Scoring 55–100	#	32	#	0	#	0
Number Scoring 65–100	#	28	#	0	#	0
Number Scoring 85–100	#	8	#	0	#	0
Percentage of Tested Scoring 55–100	#	97%	#	0%	#	0%
Percentage of Tested Scoring 65–100	#	85%	#	0%	#	0%
Percentage of Tested Scoring 85–100	#	24%	#	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	15	19	19	0	1	0
Number Scoring 55–100	15	18	19	0	#	0
Number Scoring 65–100	15	17	19	0	#	0
Number Scoring 85–100	11	14	12	0	#	0
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	89%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	73%	74%	63%	0%	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	7	100%	0	0%	11	100%
Students with Disabilities	1	#	0	0%	2	#

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	47	13%	15%	68%	4%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	47	13%	15%	68%	4%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	45	0%	22%	60%	18%
	Students with Disabilities	6	17%	33%	50%	0%
	All Students	51	2%	24%	59%	16%

(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	1	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	27	27	27	5	5	5	32	32	32
Number Scoring 55–64	1	0	0	2	0	0	3	0	0
Number Scoring 65–84	15	14	15	2	5	2	17	19	17
Number Scoring 85–100	6	11	9	0	0	2	6	11	11
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)