

New York State School Report Card Comprehensive Information Report

BEDS Code : 22-14-01-04-0001
 Name : La Fargeville Central School
 Principal: Dale Felder

Grade Range : K-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	54	47	34
First	41	59	46
Second	43	36	63
Third	31	47	37
Fourth	44	30	43
Fifth	43	46	32
Sixth	46	48	47
Ungraded Elementary	0	0	0
Seventh	38	51	50
Eighth	38	42	50
Ninth	44	32	38
Tenth	30	38	36
Eleventh	26	26	37
Twelfth	28	27	26
Ungraded Secondary	0	0	0
Total K-12 Enrollment	506	529	539

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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	4	0.8%	5	0.9%	5	0.9%
Hispanic	2	0.4%	3	0.6%	1	0.2%
White (Not Hispanic)	500	98.8%	521	98.5%	533	98.9%

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%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	18	24	17
Common Branch	21	21	19
English Grade 8	19	24	25
Mathematics Grade 8	20	22	14
Science Grade 8	19	22	25
Social Studies Grade 8	0	11	25
English Grade 10	0	18	15
Mathematics Grade 10	10	12	15
Science Grade 10	0	31	15
Social Studies Grade 10	16	16	14

(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 are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for elementary 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		97.6%		96.1%		95.3%
Student Suspensions	14	2.8%	7	1.4%	23	4.3%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	32.6%	34.6%	27.6%
Reduced Lunch	12.1%	11.3%	13.5%
Public Assistance	41-50%	41-50%	31-40%
Student Stability	100%	100%	96%

Staff Counts

Staff	2001–2002
Total Teachers	40
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching out of Certification*	5
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*

	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	27	13	48%	25	13	52%	18	14	78%
Students with Disabilities	1	0	0%	2	0	0%	4	0	0%
All Students	28	13	46%	27	13	48%	22	14	64%

*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	10	12	0	0	0	0
Percent	45%	55%	0%	0%	0%	0%

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)
4	0	1	5

*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	2.2%
	Entered GED Program*					0	0.0%
	Total Noncompleters					3	2.2%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	2	1.6%	0	0.0%	3	2.2%
	Entered GED Program*	0	0.0%	1	0.8%	0	0.0%
	Total Noncompleters	2	1.6%	1	0.8%	3	2.2%

*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	3	#	0	0%	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	2	#	0	0%	0	0%

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	24	25	31	1	3	4
Number Scoring 55–100	24	25	31	#	#	#
Number Scoring 65–100	24	25	31	#	#	#
Number Scoring 85–100	3	11	13	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	12%	44%	42%	#	#	#
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	41	30	0	10	0	0
Number Scoring 55–100	38	30	0	9	0	0
Number Scoring 65–100	29	30	0	6	0	0
Number Scoring 85–100	16	19	0	2	0	0
Percentage of Tested Scoring 55–100	93%	100%	0%	90%	0%	0%
Percentage of Tested Scoring 65–100	71%	100%	0%	60%	0%	0%
Percentage of Tested Scoring 85–100	39%	63%	0%	20%	0%	0%
Mathematics A						
Number Tested	0	28	0	0	6	0
Number Scoring 55–100	0	26	0	0	4	0
Number Scoring 65–100	0	20	0	0	4	0
Number Scoring 85–100	0	7	0	0	0	0
Percentage of Tested Scoring 55–100	0%	93%	0%	0%	67%	0%
Percentage of Tested Scoring 65–100	0%	71%	0%	0%	67%	0%
Percentage of Tested Scoring 85–100	0%	25%	0%	0%	0%	0%
Global Studies (last administered January 2000)						
Number Tested	28			2		
Number Scoring 55–100	27			#		
Number Scoring 65–100	25			#		
Number Scoring 85–100	10			#		
Percentage of Tested Scoring 55–100	96%			#		
Percentage of Tested Scoring 65–100	89%			#		
Percentage of Tested Scoring 85–100	36%			#		
Global History and Geography (first administered June 2000)						
Number Tested	0	36	26	0	6	1
Number Scoring 55–100	0	35	26	0	6	#
Number Scoring 65–100	0	28	26	0	3	#
Number Scoring 85–100	0	5	1	0	0	#
Percentage of Tested Scoring 55–100	0%	97%	100%	0%	100%	#
Percentage of Tested Scoring 65–100	0%	78%	100%	0%	50%	#
Percentage of Tested Scoring 85–100	0%	14%	4%	0%	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	26	25		1	4	
Number Scoring 55–100	26	23		#	#	
Number Scoring 65–100	21	23		#	#	
Number Scoring 85–100	7	12		#	#	
Percentage of Tested Scoring 55–100	100%	92%		#	#	
Percentage of Tested Scoring 65–100	81%	92%		#	#	
Percentage of Tested Scoring 85–100	27%	48%		#	#	
U.S. History and Government (first administered June 2001)						
Number Tested		0	30		0	5
Number Scoring 55–100		0	30		0	5
Number Scoring 65–100		0	30		0	5
Number Scoring 85–100		0	11		0	0
Percentage of Tested Scoring 55–100		0%	100%		0%	100%
Percentage of Tested Scoring 65–100		0%	100%		0%	100%
Percentage of Tested Scoring 85–100		0%	37%		0%	0%
Living Environment (first administered June 2001)						
Number Tested		32	38		0	4
Number Scoring 55–100		30	38		0	#
Number Scoring 65–100		30	38		0	#
Number Scoring 85–100		4	7		0	#
Percentage of Tested Scoring 55–100		94%	100%		0%	#
Percentage of Tested Scoring 65–100		94%	100%		0%	#
Percentage of Tested Scoring 85–100		12%	18%		0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		23	27		4	1
Number Scoring 55–100		23	27		#	#
Number Scoring 65–100		23	27		#	#
Number Scoring 85–100		10	20		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		100%	100%		#	#
Percentage of Tested Scoring 85–100		43%	74%		#	#

(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	41	25	24	33	31
2001	30	38	24	27	30
2002	42	31	32	25	33

*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	5	2	1	6	4
2001	1	8	4	3	4
2002	5	1	6	6	5

*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)	31	30	33	4	4	5
Comprehensive French						
Number Tested	5	5	3	0	0	0
Number Scoring 55–100	5	5	#	0	0	0
Number Scoring 65–100	5	5	#	0	0	0
Number Scoring 85–100	3	4	#	0	0	0
Percentage of AGE Tested	16%	17%	#	0%	0%	0%
Percentage of AGE Scoring 55–100	16%	17%	#	0%	0%	0%
Percentage of AGE Scoring 65–100	16%	17%	#	0%	0%	0%
Percentage of AGE Scoring 85–100	10%	13%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	#	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 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)	31	30	33	4	4	5
Comprehensive Spanish						
Number Tested	7	7	10	0	0	0
Number Scoring 55–100	7	7	10	0	0	0
Number Scoring 65–100	7	7	10	0	0	0
Number Scoring 85–100	2	2	4	0	0	0
Percentage of AGE Tested	23%	23%	30%	0%	0%	0%
Percentage of AGE Scoring 55–100	23%	23%	30%	0%	0%	0%
Percentage of AGE Scoring 65–100	23%	23%	30%	0%	0%	0%
Percentage of AGE Scoring 85–100	6%	7%	12%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	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 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)	31	30	33	4	4	5
Sequential Mathematics, Course II						
Number Tested	31	1	33	2	0	1
Number Scoring 55–100	28	#	32	#	0	#
Number Scoring 65–100	25	#	28	#	0	#
Number Scoring 85–100	13	#	8	#	0	#
Percentage of AGE Tested	100%	#	100%	#	0%	#
Percentage of AGE Scoring 55–100	90%	#	97%	#	0%	#
Percentage of AGE Scoring 65–100	81%	#	85%	#	0%	#
Percentage of AGE Scoring 85–100	42%	#	24%	#	0%	#
Percentage of Tested Scoring 65–100	81%	#	85%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	13	15	19	0	0	1
Number Scoring 55–100	13	15	18	0	0	#
Number Scoring 65–100	13	15	17	0	0	#
Number Scoring 85–100	9	11	14	0	0	#
Percentage of AGE Tested	42%	50%	58%	0%	0%	#
Percentage of AGE Scoring 55–100	42%	50%	55%	0%	0%	#
Percentage of AGE Scoring 65–100	42%	50%	52%	0%	0%	#
Percentage of AGE Scoring 85–100	29%	37%	42%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	89%	0%	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)	31	30	33	4	4	5
Earth Science (last administered January 2001)						
Number Tested	1	0		0	0	
Number Scoring 55–100	#	0		0	0	
Number Scoring 65–100	#	0		0	0	
Number Scoring 85–100	#	0		0	0	
Percentage of AGE Tested	#	0%		0%	0%	
Percentage of AGE Scoring 55–100	#	0%		0%	0%	
Percentage of AGE Scoring 65–100	#	0%		0%	0%	
Percentage of AGE Scoring 85–100	#	0%		0%	0%	
Percentage of Tested Scoring 65–100	#	0%		0%	0%	
Biology (last administered January 2001)						
Number Tested	49	6		5	1	
Number Scoring 55–100	39	4		1	#	
Number Scoring 65–100	29	2		0	#	
Number Scoring 85–100	8	0		0	#	
Percentage of AGE Tested	158%	20%		125%	#	
Percentage of AGE Scoring 55–100	126%	13%		25%	#	
Percentage of AGE Scoring 65–100	94%	7%		0%	#	
Percentage of AGE Scoring 85–100	26%	0%		0%	#	
Percentage of Tested Scoring 65–100	59%	33%		0%	#	
Chemistry (last administered January 2002)						
Number Tested	9	11	0	0	0	0
Number Scoring 55–100	9	11	0	0	0	0
Number Scoring 65–100	9	11	0	0	0	0
Number Scoring 85–100	2	5	0	0	0	0
Percentage of AGE Tested	29%	37%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	29%	37%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	29%	37%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	6%	17%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	31	30	33	4	4	5
Physics (last administered January 2002)						
Number Tested	11	8	0	0	0	0
Number Scoring 55–100	11	8	0	0	0	0
Number Scoring 65–100	11	7	0	0	0	0
Number Scoring 85–100	3	3	0	0	0	0
Percentage of AGE Tested	35%	27%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	35%	27%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	35%	23%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	10%	10%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	88%	0%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			11			0
Number Scoring 55–100			11			0
Number Scoring 65–100			9			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			33%			0%
Percentage of AGE Scoring 55–100			33%			0%
Percentage of AGE Scoring 65–100			27%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			82%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			9			0
Number Scoring 55–100			8			0
Number Scoring 65–100			6			0
Number Scoring 85–100			1			0
Percentage of AGE Tested			27%			0%
Percentage of AGE Scoring 55–100			24%			0%
Percentage of AGE Scoring 65–100			18%			0%
Percentage of AGE Scoring 85–100			3%			0%
Percentage of Tested Scoring 65–100			67%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	21	100%	7	100%	0	0%
Students with Disabilities	0	0%	1	#	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	27	0%	0%	59%	41%
	Students with Disabilities	5	0%	20%	60%	20%
	All Students	32	0%	3%	59%	38%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	42	0%	24%	71%	5%
	Students with Disabilities	7	0%	43%	57%	0%
	All Students	49	0%	27%	69%	4%

(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	20	20	5	5	25	25
Number Scoring 55–64	0	0	0	0	0	0
Number Scoring 65–84	9	10	0	1	9	11
Number Scoring 85–100	9	9	0	1	9	10
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	28	6	34
Number Scoring 55–64	0	0	0
Number Scoring 65–84	15	2	17
Number Scoring 85–100	9	2	11
Approved Alternatives	0	0	0

(Form – O)