

# 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	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	93	83	102
Eighth	108	69	101
Ninth	103	88	77
Tenth	88	119	86
Eleventh	80	91	116
Twelfth	86	69	92
Ungraded Secondary	0	0	3
Total K-12 Enrollment	558	519	577

## 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	124	22.2%	120	23.1%	149	25.8%
Black (Not Hispanic)	4	0.7%	5	1.0%	7	1.2%
Hispanic	1	0.2%	2	0.4%	2	0.3%
White (Not Hispanic)	429	76.9%	392	75.5%	419	72.6%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	15	15	18
Mathematics Grade 8	10	17	20
Science Grade 8	17	17	20
Social Studies Grade 8	20	15	19
English Grade 10	21	13	23
Mathematics Grade 10	18	18	15
Science Grade 10	25	21	18
Social Studies Grade 10	21	21	23

(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).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.4%	0	0.0%	0	0.0%
Eligible for Free Lunch	85	15.2%	100	19.3%	110	19.1%

### 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		94.6%		93.1%		93.0%
Student Suspensions	46	8.8%	42	7.5%	47	9.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.9%	7.7%	6.8%
Public Assistance	11-20%	31-40%	1-10%
Student Stability	85%	91%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	52
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	48	35	73%	52	33	63%	66	43	65%
Students with Disabilities	7	4	57%	6	3	50%	9	7	78%
All Students	55	39	71%	58	36	62%	75	50	67%

\*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	40	28	0	3	3	1
Percent	53%	37%	0%	4%	4%	1%

## 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)
9	7	1	10

\*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		4	
	Entered GED Program*			9		8	
	Total Noncompleters			12		12	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			1		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	4	1.1%	3	0.8%	5	1.3%
	Entered GED Program*	0	0.0%	10	2.7%	8	2.1%
	Total Noncompleters	4	1.1%	13	3.5%	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)

# 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		89	153
	Number of Students with Disabilities		63	50
	Number of All Students		152	203
	Percent of Enrollment		100%	99%
9-12	Number of General-Education Students		319	335
	Number of Students with Disabilities		42	36
	Number of All Students		361	371
	Percent of Enrollment		98%	99%

## 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%	3	#

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

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	2	#	1	#
Science	4	#	0	0%	5	80%
Reading	3	#	3	#	5	100%
Writing	0	0%	2	#	5	100%
Global Studies	3	#	0	0%	11	55%
U.S. Hist & Gov't	4	#	1	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	66	74	104	9	7	10
Number Scoring 55–100	61	59	92	5	5	6
Number Scoring 65–100	55	50	81	3	5	5
Number Scoring 85–100	18	23	25	0	1	1
Percentage of Tested Scoring 55–100	92%	80%	88%	56%	71%	60%
Percentage of Tested Scoring 65–100	83%	68%	78%	33%	71%	50%
Percentage of Tested Scoring 85–100	27%	31%	24%	0%	14%	10%
<b>Mathematics A</b>						
Number Tested	66	105	85	12	7	16
Number Scoring 55–100	31	72	70	7	3	12
Number Scoring 65–100	7	57	50	2	2	7
Number Scoring 85–100	0	11	6	0	0	1
Percentage of Tested Scoring 55–100	47%	69%	82%	58%	43%	75%
Percentage of Tested Scoring 65–100	11%	54%	59%	17%	29%	44%
Percentage of Tested Scoring 85–100	0%	10%	7%	0%	0%	6%
<b>Mathematics B (first administered June 2001)</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%
<b>Global History and Geography</b>						
Number Tested	97	107	81	13	13	17
Number Scoring 55–100	92	89	65	12	6	10
Number Scoring 65–100	83	82	58	9	4	9
Number Scoring 85–100	31	26	19	1	0	2
Percentage of Tested Scoring 55–100	95%	83%	80%	92%	46%	59%
Percentage of Tested Scoring 65–100	86%	77%	72%	69%	31%	53%
Percentage of Tested Scoring 85–100	32%	24%	23%	8%	0%	12%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	62	73	86	8	6	9
Number Scoring 55–100	54	66	82	3	6	9
Number Scoring 65–100	46	54	72	3	2	6
Number Scoring 85–100	15	9	22	0	0	0
Percentage of Tested Scoring 55–100	87%	90%	95%	38%	100%	100%
Percentage of Tested Scoring 65–100	74%	74%	84%	38%	33%	67%
Percentage of Tested Scoring 85–100	24%	12%	26%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	108	39	70	13	3	10
Number Scoring 55–100	106	38	70	13	#	10
Number Scoring 65–100	100	37	66	10	#	9
Number Scoring 85–100	27	11	13	0	#	2
Percentage of Tested Scoring 55–100	98%	97%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	93%	95%	94%	77%	#	90%
Percentage of Tested Scoring 85–100	25%	28%	19%	0%	#	20%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	68	94	58	3	12	7
Number Scoring 55–100	67	90	54	#	12	6
Number Scoring 65–100	66	86	48	#	11	4
Number Scoring 85–100	20	43	17	#	4	1
Percentage of Tested Scoring 55–100	99%	96%	93%	#	100%	86%
Percentage of Tested Scoring 65–100	97%	91%	83%	#	92%	57%
Percentage of Tested Scoring 85–100	29%	46%	29%	#	33%	14%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		71	82		7	6
Number Scoring 55–100		56	79		6	6
Number Scoring 65–100		42	65		3	4
Number Scoring 85–100		9	15		0	0
Percentage of Tested Scoring 55–100		79%	96%		86%	100%
Percentage of Tested Scoring 65–100		59%	79%		43%	67%
Percentage of Tested Scoring 85–100		13%	18%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	13	29	20	0	1	1
Number Scoring 55–100	13	29	20	0	#	#
Number Scoring 65–100	13	29	20	0	#	#
Number Scoring 85–100	9	10	13	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	69%	34%	65%	0%	#	#
<b>Comprehensive Italian</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%
<b>Comprehensive German</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%
<b>Comprehensive Hebrew</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%
<b>Comprehensive Spanish</b>						
Number Tested	26	33	21	2	0	2
Number Scoring 55–100	25	33	21	#	0	#
Number Scoring 65–100	25	32	21	#	0	#
Number Scoring 85–100	20	16	7	#	0	#
Percentage of Tested Scoring 55–100	96%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	96%	97%	100%	#	0%	#
Percentage of Tested Scoring 85–100	77%	48%	33%	#	0%	#
<b>Comprehensive Latin</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%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	60	16	16	4	1	0
Number Scoring 55–100	46	12	14	#	#	0
Number Scoring 65–100	37	12	10	#	#	0
Number Scoring 85–100	10	2	1	#	#	0
Percentage of Tested Scoring 55–100	77%	75%	88%	#	#	0%
Percentage of Tested Scoring 65–100	62%	75%	62%	#	#	0%
Percentage of Tested Scoring 85–100	17%	12%	6%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	44	49	75	2	3	5
Number Scoring 55–100	38	34	43	#	#	0
Number Scoring 65–100	33	31	30	#	#	0
Number Scoring 85–100	15	11	6	#	#	0
Percentage of Tested Scoring 55–100	86%	69%	57%	#	#	0%
Percentage of Tested Scoring 65–100	75%	63%	40%	#	#	0%
Percentage of Tested Scoring 85–100	34%	22%	8%	#	#	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	1	#	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	77	0%	43%	49%	8%
	Students with Disabilities	11	27%	45%	27%	0%
	All Students	88	3%	43%	47%	7%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	70	70	70	11	11	11	81	81	81
Number Scoring 55–64	2	4	0	0	2	0	2	6	0
Number Scoring 65–84	37	41	36	9	7	6	46	48	42
Number Scoring 85–100	28	9	27	1	0	2	29	9	29
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)