

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 22-14-01-04-0000  
 Name: La Fargeville Central School District  
 Superintendent: Susan Whitney

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	34	41	40
First	46	43	46
Second	63	45	46
Third	37	56	40
Fourth	43	39	58
Fifth	32	46	41
Sixth	47	35	50
Ungraded Elementary	0	0	0
Seventh	50	49	40
Eighth	50	51	46
Ninth	38	47	51
Tenth	36	30	48
Eleventh	37	29	32
Twelfth	26	29	33
Ungraded Secondary	0	0	0
Total K-12 Enrollment	539	540	571

### 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	0	0.0%	0	0.0%	3	0.5%
Black (Not Hispanic)	5	0.9%	7	1.3%	5	0.9%
Hispanic	1	0.2%	1	0.2%	2	0.4%
White (Not Hispanic)	533	98.9%	532	98.5%	561	98.2%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	14	20
Common Branch	19	20	21
English Grade 8	25	14	15
Mathematics Grade 8	14	26	9
Science Grade 8	25	25	18
Social Studies Grade 8	25	0	0
English Grade 10	15	0	22
Mathematics Grade 10	15	9	9
Science Grade 10	15	17	20
Social Studies Grade 10	14	17	19

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	149	27.6%	146	27.0%	149	26.1%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.4%		95.4%		95.4%
<b>Student Suspensions</b>	23	4.4%	14	2.6%	24	4.4%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	13.5%	17.2%	15.6%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	41
Total Other Professional Staff	5
Total Paraprofessionals	12
Teaching Out of Certification*	1

\*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	18	14	78%	23	16	70%	23	18	78%
Students with Disabilities	4	0	0%	5	0	0%	1	0	0%
All Students	22	14	64%	28	16	57%	24	18	75%

\*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	6	15	0	1	2	0
Percent	25%	62%	0%	4%	8%	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)
1	0	0	1

\*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	3		7		3	2.1%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	3		8		3	2.1%
Students with Disabilities	Dropped Out	0		1		2	25.0%
	Entered GED Program*	0		0		1	12.5%
	Total Noncompleters	0		1		3	37.5%
All Students	Dropped Out	3	2.2%	8	5.9%	5	3.2%
	Entered GED Program*	0	0.0%	1	0.7%	1	0.6%
	Total Noncompleters	3	2.2%	9	6.7%	6	3.9%

\*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%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	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%
6-8	Number of General-Education Students	0	92	78
	Number of Students with Disabilities	0	8	8
	Number of All Students	0	100	86
	Percent of Enrollment	0%	74%	63%
9-12	Number of General-Education Students	137	109	149
	Number of Students with Disabilities	0	26	15
	Number of All Students	137	135	164
	Percent of Enrollment	100%	100%	100%

## Career and Technical Education (CTE) Programs

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

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	0	0%	0	0%	4	#
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%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	3	#
U.S. Hist & Gov't	0	0%	2	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	31	30	28	4	2	3
Number Scoring 55–100	31	30	28	#	#	#
Number Scoring 65–100	31	29	28	#	#	#
Number Scoring 85–100	13	15	13	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	97%	100%	#	#	#
Percentage of Tested Scoring 85–100	42%	50%	46%	#	#	#
<b>Mathematics A</b>						
Number Tested	0	28	38	0	1	3
Number Scoring 55–100	0	26	38	0	#	#
Number Scoring 65–100	0	24	35	0	#	#
Number Scoring 85–100	0	6	15	0	#	#
Percentage of Tested Scoring 55–100	0%	93%	100%	0%	#	#
Percentage of Tested Scoring 65–100	0%	86%	92%	0%	#	#
Percentage of Tested Scoring 85–100	0%	21%	39%	0%	#	#
<b>Mathematics B</b>						
Number Tested	0	0	26	0	0	0
Number Scoring 55–100	0	0	24	0	0	0
Number Scoring 65–100	0	0	22	0	0	0
Number Scoring 85–100	0	0	9	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	85%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	35%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	26	28	40	1	3	3
Number Scoring 55–100	26	28	37	#	#	#
Number Scoring 65–100	26	28	34	#	#	#
Number Scoring 85–100	1	8	18	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	93%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	85%	#	#	#
Percentage of Tested Scoring 85–100	4%	29%	45%	#	#	#
<b>U.S. History and Government</b>						
Number Tested	30	29	26	5	1	3
Number Scoring 55–100	30	29	26	5	#	#
Number Scoring 65–100	30	29	26	5	#	#
Number Scoring 85–100	11	21	12	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	100%	#	#
Percentage of Tested Scoring 85–100	37%	72%	46%	0%	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	38	46	57	4	4	0
Number Scoring 55–100	38	44	56	#	#	0
Number Scoring 65–100	38	39	56	#	#	0
Number Scoring 85–100	7	9	14	#	#	0
Percentage of Tested Scoring 55–100	100%	96%	98%	#	#	0%
Percentage of Tested Scoring 65–100	100%	85%	98%	#	#	0%
Percentage of Tested Scoring 85–100	18%	20%	25%	#	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	27	29	33	1	2	2
Number Scoring 55–100	27	29	33	#	#	#
Number Scoring 65–100	27	29	33	#	#	#
Number Scoring 85–100	20	18	9	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	74%	62%	27%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	11	17	13	0	0	0
Number Scoring 55–100	11	17	13	0	0	0
Number Scoring 65–100	9	15	13	0	0	0
Number Scoring 85–100	0	5	2	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	82%	88%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	29%	15%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			10			0
Number Scoring 55–100			10			0
Number Scoring 65–100			10			0
Number Scoring 85–100			3			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			30%			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
<b>Comprehensive French</b>						
Number Tested	3	13	8	0	0	0
Number Scoring 55–100	#	13	8	0	0	0
Number Scoring 65–100	#	13	8	0	0	0
Number Scoring 85–100	#	8	7	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	#	62%	88%	0%	0%	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	10	5	2	0	0	0
Number Scoring 55–100	10	5	#	0	0	0
Number Scoring 65–100	10	5	#	0	0	0
Number Scoring 85–100	4	4	#	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	40%	80%	#	0%	0%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	19	19	0	1	0	0
Number Scoring 55–100	18	19	0	#	0	0
Number Scoring 65–100	17	19	0	#	0	0
Number Scoring 85–100	14	12	0	#	0	0
Percentage of Tested Scoring 55–100	95%	100%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	89%	100%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	74%	63%	0%	#	0%	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	11	100%	6	100%
Students with Disabilities	0	0%	2	#	1	#

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
<b>Nov 2003</b>	General-Education Students	36	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	38	5%	13%	55%	26%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	40	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	43	5%	44%	44%	7%

(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
<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

## 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	25	25	25	3	3	3	28	28	28
Number Scoring 55–64	#	#	#	#	#	#	0	0	0
Number Scoring 65–84	#	#	#	#	#	#	24	8	5
Number Scoring 85–100	#	#	#	#	#	#	1	18	20
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)