

New York State School Report Card Comprehensive Information Report

BEDS Code: 24-11-01-04-0002
 Name: Keshequa Elementary School
 Principal: Marilyn Capawan

Grade Range : K-5

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	89	74	65
First	61	73	66
Second	71	62	76
Third	69	62	64
Fourth	71	65	56
Fifth	63	73	68
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	0	0	0
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	0	0	0
Total K-12 Enrollment	424	409	395

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.9%	4	1.0%	9	2.3%
Black (Not Hispanic)	4	0.9%	9	2.2%	7	1.8%
Hispanic	4	0.9%	4	1.0%	3	0.8%
White (Not Hispanic)	412	97.2%	392	95.8%	376	95.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	15	16
Common Branch	17	18	16
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(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
10	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 lower 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).

Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	98	23.1%	120	29.3%	85	21.5%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.9%		95.7%		96.0%
Student Suspensions	4	1.0%	8	1.9%	2	0.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.5%	8.8%	11.7%
Public Assistance	31-40%	31-40%	21-30%
Student Stability	95%	92%	93%

Staff Counts

Staff	2004-05
Total Teachers	41
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	45	65	74
	Number of Students with Disabilities	18	10	6
	Number of All Students	63	75	80
	Percent of Enrollment	47%	54%	65%
6-8	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%
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%

(Form - D)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	61	0%	10%	61%	30%
	Students with Disabilities	6	0%	17%	83%	0%
	All Students	67	0%	10%	63%	27%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – I)