

New York State School Report Card Comprehensive Information Report

BEDS Code: 24-11-01-04-0003

Grade Range : 9-12

Name: Keshequa Senior High School

Principal: Mark Mattle

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	0	0	0
Eighth	0	0	0
Ninth	89	90	70
Tenth	83	88	84
Eleventh	81	71	87
Twelfth	79	79	67
Ungraded Secondary	0	0	0
Total K-12 Enrollment	332	328	308

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	2	0.6%	5	1.5%	8	2.6%
Black (Not Hispanic)	1	0.3%	0	0.0%	0	0.0%
Hispanic	2	0.6%	2	0.6%	0	0.0%
White (Not Hispanic)	327	98.5%	321	97.9%	300	97.4%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	14
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	0	0
Mathematics Grade 10	16	16	21
Science Grade 10	15	21	11
Social Studies Grade 10	16	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
46	All schools in this group are secondary 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 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	82	24.7%	52	15.9%	48	15.6%

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		92.9%		92.5%		93.4%
Student Suspensions	55	16.2%	60	18.1%	37	11.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.7%	9.5%	12.7%
Public Assistance	31-40%	21-30%	31-40%
Student Stability	109%	91%	99%

Staff Counts

Staff	2002–2003
Total Teachers	24
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	53	29	55%	67	67	100%	59	58	98%
Students with Disabilities	0	0	0%	4	4	100%	4	4	100%
All Students	53	29	55%	71	71	100%	63	62	98%

*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	18	29	0	4	0	12
Percent	29%	46%	0%	6%	0%	19%

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)
4	4	1	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			7		8	
	Entered GED Program*			1		2	
	Total Noncompleters			8		10	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		0	
	Total Noncompleters			0		3	
All Students	Dropped Out	14	4.2%	7	2.1%	11	3.6%
	Entered GED Program*	4	1.2%	1	0.3%	2	0.6%
	Total Noncompleters	18	5.4%	8	2.4%	13	4.2%

*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)

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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	221
	Number of Students with Disabilities		0	64
	Number of All Students		0	285
	Percent of Enrollment		0%	93%

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%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	9	67%	3	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%	3	#
Science	0	0%	0	0%	1	#
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%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	92%	0	0%	7	86%
Science	7	43%	0	0%	9	44%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	6	33%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	70	58	72	3	4	11
Number Scoring 55–100	70	58	72	#	#	11
Number Scoring 65–100	67	57	72	#	#	11
Number Scoring 85–100	20	28	40	#	#	3
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	96%	98%	100%	#	#	100%
Percentage of Tested Scoring 85–100	29%	48%	56%	#	#	27%
Mathematics A						
Number Tested	0	4	53	0	0	0
Number Scoring 55–100	0	#	51	0	0	0
Number Scoring 65–100	0	#	50	0	0	0
Number Scoring 85–100	0	#	21	0	0	0
Percentage of Tested Scoring 55–100	0%	#	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	40%	0%	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	72	79	72	8	15	12
Number Scoring 55–100	71	64	65	7	11	8
Number Scoring 65–100	63	51	53	5	5	5
Number Scoring 85–100	10	16	21	0	1	0
Percentage of Tested Scoring 55–100	99%	81%	90%	88%	73%	67%
Percentage of Tested Scoring 65–100	88%	65%	74%	62%	33%	42%
Percentage of Tested Scoring 85–100	14%	20%	29%	0%	7%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	63	68	70	3	4	12
Number Scoring 55–100	59	65	70	#	#	12
Number Scoring 65–100	55	58	68	#	#	11
Number Scoring 85–100	31	13	30	#	#	2
Percentage of Tested Scoring 55–100	94%	96%	100%	#	#	100%
Percentage of Tested Scoring 65–100	87%	85%	97%	#	#	92%
Percentage of Tested Scoring 85–100	49%	19%	43%	#	#	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	70	70	57	6	11	4
Number Scoring 55–100	70	68	57	6	10	#
Number Scoring 65–100	69	66	54	6	8	#
Number Scoring 85–100	15	23	23	0	2	#
Percentage of Tested Scoring 55–100	100%	97%	100%	100%	91%	#
Percentage of Tested Scoring 65–100	99%	94%	95%	100%	73%	#
Percentage of Tested Scoring 85–100	21%	33%	40%	0%	18%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	77	73	62	15	6	12
Number Scoring 55–100	65	68	57	7	4	9
Number Scoring 65–100	54	67	49	2	4	5
Number Scoring 85–100	19	20	13	0	0	1
Percentage of Tested Scoring 55–100	84%	93%	92%	47%	67%	75%
Percentage of Tested Scoring 65–100	70%	92%	79%	13%	67%	42%
Percentage of Tested Scoring 85–100	25%	27%	21%	0%	0%	8%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		27	27		0	3
Number Scoring 55–100		23	24		0	#
Number Scoring 65–100		14	22		0	#
Number Scoring 85–100		0	4		0	#
Percentage of Tested Scoring 55–100		85%	89%		0%	#
Percentage of Tested Scoring 65–100		52%	81%		0%	#
Percentage of Tested Scoring 85–100		0%	15%		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	9	12	0	0	0	0
Number Scoring 55–100	9	10	0	0	0	0
Number Scoring 65–100	9	9	0	0	0	0
Number Scoring 85–100	2	3	0	0	0	0
Percentage of Tested Scoring 55–100	100%	83%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	75%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	22%	25%	0%	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	19	26	22	1	0	0
Number Scoring 55–100	18	25	22	#	0	0
Number Scoring 65–100	17	25	22	#	0	0
Number Scoring 85–100	3	13	14	#	0	0
Percentage of Tested Scoring 55–100	95%	96%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	89%	96%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	16%	50%	64%	#	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	45	55	5	2	3	0
Number Scoring 55–100	41	46	4	#	#	0
Number Scoring 65–100	33	39	3	#	#	0
Number Scoring 85–100	10	16	0	#	#	0
Percentage of Tested Scoring 55–100	91%	84%	80%	#	#	0%
Percentage of Tested Scoring 65–100	73%	71%	60%	#	#	0%
Percentage of Tested Scoring 85–100	22%	29%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	31	16	34	0	0	3
Number Scoring 55–100	28	14	25	0	0	#
Number Scoring 65–100	26	14	22	0	0	#
Number Scoring 85–100	13	5	13	0	0	#
Percentage of Tested Scoring 55–100	90%	88%	74%	0%	0%	#
Percentage of Tested Scoring 65–100	84%	88%	65%	0%	0%	#
Percentage of Tested Scoring 85–100	42%	31%	38%	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	42	100%	0	0%	0	0%
Students with Disabilities	14	100%	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
Nov 2002	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
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	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	56	56	56	9	9	9	65	65	65
Number Scoring 55–64	1	5	0	1	1	1	2	6	1
Number Scoring 65–84	30	33	38	0	4	4	30	37	42
Number Scoring 85–100	8	13	16	0	0	0	8	13	16
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)