

241101-04-0003

The New York State School Report Card  
for  
Keshequa Senior High School  
in  
Dalton-Nunda Central School District (Keshequa)

*An Overview of Academic Performance*



February 2000



The University of the State of New York  
**The State Education Department**

March 6, 2000

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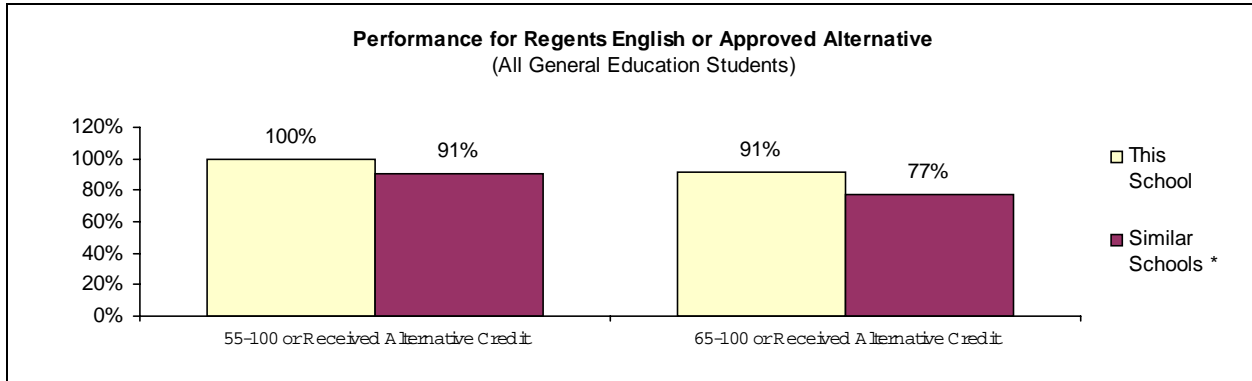
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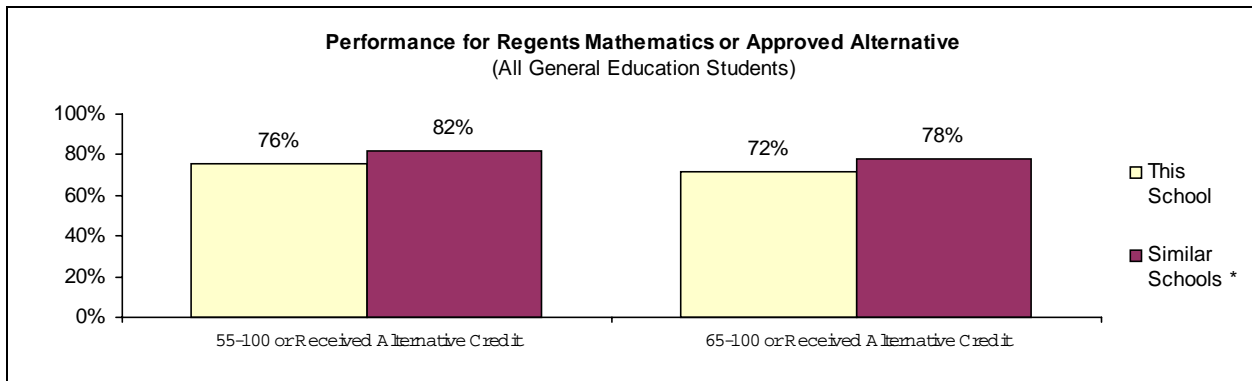
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# Cohort Performance

This cohort includes all students enrolled in this school in June 1999 who first entered grade 9 in September 1996. General education students in this cohort must pass the Regents English examination to earn a high school diploma.<sup>1</sup> Special education students who do not pass the Regents English examination may meet this graduation requirement by passing the Regents Competency Tests in both reading and writing. Students in this cohort are not required to pass a Regents mathematics examination to earn a local diploma.



Counts of Students	General Education	Special Education	All Students
September 1996 Grade 9 First-Time Students	78	2	80
Students Tested	78	2	80
Students with High Score From 55 To 100	78	#	#
Students with High Score From 65 To 100	71	#	#
Received Credit For An Approved Alternative Assessment	0	#	#



Counts of Students	General Education	Special Education	All Students
September 1996 Grade 9 First-Time Students	78	2	80
Students Tested	62	0	62
Students with High Score From 55 To 100	59	#	#
Students with High Score From 65 To 100	56	#	#
Received Credit For An Approved Alternative Assessment	0	#	#

\* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the School Profile page of this report. Further explanation is available at <http://www.emsc.nySED.gov/repcrd2000/similar.html>.

<sup>1</sup> Students who score 55 to 64 may earn a local diploma with the approval of the local school board. Only the highest score of each student is counted, regardless of how many times or in which years the student may have taken the examination.

# To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "General Education" category.

# School Profile

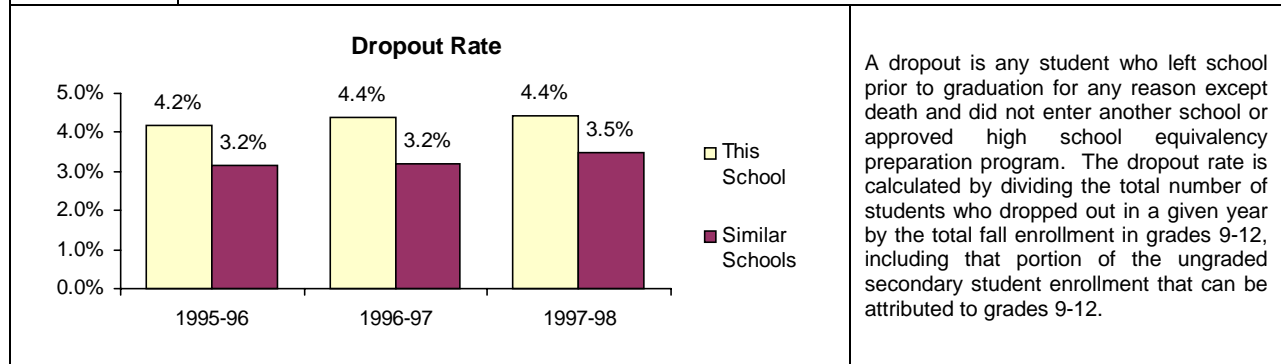
Principal: Mr. Mark Mattle		Phone: (716)468-2513		
<b>Organization 1998-99</b>		School Staff <sup>1</sup> (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
9-12	329	16	2	4

<b>1997-98 School District-wide Total Expenditure per Pupil</b>	\$9,525
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Student Enrollment			
Grade Level	October 1998	Grade Level	October 1998
Pre-Kindergarten	0	Grade 7	0
Kindergarten	0	Grade 8	0
Grade 1	0	Grade 9	102
Grade 2	0	Grade 10	79
Grade 3	0	Grade 11	85
Grade 4	0	Grade 12	63
Grade 5	0	Ungraded Elementary with Disabilities	0
Grade 6	0	Ungraded Secondary with Disabilities	0

Student Demographics Used To Determine Similar School Groups	1996-97		1997-98		1998-99	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	3	0.6%	2	0.4%	5	1.5%
Eligible For Free Lunch	106	20.2%	122	23.5%	75	22.8%

<b>Similar Schools Group</b>	This school is in Similar Schools Group 47. 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 middle range of student needs for secondary level schools in these districts.
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<sup>1</sup> Some district-employed staff serve in more than one school. These shared people are not reported here.

# School Accountability Measures

The Regents expect schools to meet or exceed 90 percent on each benchmark shown here. Regulations require school districts to develop and implement local assistance plans (LAP) to bring every public school up to these levels. These plans must include activities to improve the performance of all students, including students with disabilities. LAP for district public schools are available for public review at the district office.

All students continuously enrolled from October until the date of State testing at this school are included in these measures. Students with disabilities are included<sup>1</sup>. Also, schools with fewer than 20 students in a grade may combine results for three consecutive years to reduce the impact of small-population variability. Local school officials have this information.

## English Language Arts Performance of Students in Grades 4 and 8 for 1998-99

	Continuously Enrolled Students Required To Take State ELA Tests		English Language Learners Reported Using Alternative Measure		Benchmark Percentage  (b+d)/(a+c)
	Tested  (a)	At Or Above Level 2 In English Language Arts  (b)	English Language Proficiency Below Effective Participation Level  (c)	Making Satisfactory Progress  (d)	
Grade 4					NA
Grade 8					NA

## Mathematics Performance of Students in Grades 4 and 8 for 1998-99

	Continuously Enrolled Students		Benchmark Percentage  (b/a)
	Tested  (a)	At Or Above Level 2 In Math  (b)	
Grade 4			NA
Grade 8			NA

## Demonstrated Competency of Students in Grade 11 for 1998-99

Competency Area	Grade 11 Enrollment June 1999  (a)	Regents Level (higher)  (b)	RCT Level (lower)  (c)	Benchmark Percentage <sup>2</sup>  (b+c)/a
Reading	76	71	5	100%
Writing	76	71	5	100%
Mathematics	76	64	12	100%

<sup>1</sup> All students with disabilities who are enrolled in this school are included in these measures along with general education students, regardless of classroom environment and level of special education services. These calculations match those used to identify the schools farthest from State standards [potential schools under registration review (SURR)] and Title I schools that are making adequate yearly progress.

<sup>2</sup> The State data system does not separate these Grade 11 results based on duration of enrollment. Some schools with high mobility grade 11 populations may not have their LAP status correctly identified in this report. These numbers are, however, indicative of performance in all schools.

# To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a grade tested or enrolled. If fewer than five English language learners were reported (English Language Arts Performance table), the counts are replaced by the pound character (#).