

New York State School Report Card Comprehensive Information Report

BEDS Code: 13-21-01-06-0011

Grade Range : 9-12

Name: Roy C. Ketcham Senior High School

Principal: Sherrill Murray-Lazarus

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	410	409	473
Tenth	398	405	421
Eleventh	396	380	387
Twelfth	410	382	346
Ungraded Secondary	23	53	71
Total K-12 Enrollment	1637	1629	1698

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	92	5.6%	97	6.0%	105	6.2%
Black (Not Hispanic)	117	7.1%	124	7.6%	126	7.4%
Hispanic	141	8.6%	142	8.7%	160	9.4%
White (Not Hispanic)	1287	78.6%	1266	77.7%	1307	77.0%

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	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	24	25
Mathematics Grade 10	26	28	23
Science Grade 10	21	24	23
Social Studies Grade 10	23	22	24

(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
49	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 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	52	3.2%	41	2.5%	46	2.7%
Eligible for Free Lunch	114	7.0%	102	6.3%	32	1.9%

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		92.3%		91.3%		91.0%
Student Suspensions	259	16.5%	170	10.4%	210	12.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.9%	3.0%	2.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	95%	99%

Staff Counts

Staff	2002–2003
Total Teachers	115
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching Out of Certification*	4
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	298	187	63%	324	322	99%	306	210	69%
Students with Disabilities	21	4	19%	16	16	100%	21	5	24%
All Students	319	191	60%	340	338	99%	327	215	66%

*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	145	146	2	0	10	24
Percent	44%	45%	1%	0%	3%	7%

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)
21	5	8	29

*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			53		54	
	Entered GED Program*			0		18	
	Total Noncompleters			53		72	
Students with Disabilities	Dropped Out			2		13	
	Entered GED Program*			0		6	
	Total Noncompleters			2		19	
All Students	Dropped Out	26	1.6%	55	3.4%	67	3.9%
	Entered GED Program*	21	1.3%	0	0.0%	24	1.4%
	Total Noncompleters	47	2.9%	55	3.4%	91	5.4%

*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		80	111
	Number of Students with Disabilities		210	80
	Number of All Students		290	191
	Percent of Enrollment		18%	11%

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%	0	0%

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%	9	56%	4	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	89%	4	#	52	63%
Science	0	0%	0	0%	0	0%
Reading	4	#	0	0%	1	#
Writing	4	#	1	#	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	362	274	351	17	18	13
Number Scoring 55–100	353	257	329	14	13	9
Number Scoring 65–100	335	252	321	12	12	7
Number Scoring 85–100	146	127	156	0	1	1
Percentage of Tested Scoring 55–100	98%	94%	94%	82%	72%	69%
Percentage of Tested Scoring 65–100	93%	92%	91%	71%	67%	54%
Percentage of Tested Scoring 85–100	40%	46%	44%	0%	6%	8%
Mathematics A						
Number Tested	0	161	437	0	7	26
Number Scoring 55–100	0	109	368	0	4	14
Number Scoring 65–100	0	84	307	0	3	10
Number Scoring 85–100	0	59	66	0	0	2
Percentage of Tested Scoring 55–100	0%	68%	84%	0%	57%	54%
Percentage of Tested Scoring 65–100	0%	52%	70%	0%	43%	38%
Percentage of Tested Scoring 85–100	0%	37%	15%	0%	0%	8%
Mathematics B (first administered June 2001)						
Number Tested	0	0	50	0	0	0
Number Scoring 55–100	0	0	50	0	0	0
Number Scoring 65–100	0	0	48	0	0	0
Number Scoring 85–100	0	0	20	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	40%	0%	0%	0%
Global History and Geography						
Number Tested	343	372	391	3	9	36
Number Scoring 55–100	334	352	351	#	9	24
Number Scoring 65–100	323	328	338	#	7	22
Number Scoring 85–100	158	110	156	#	0	2
Percentage of Tested Scoring 55–100	97%	95%	90%	#	100%	67%
Percentage of Tested Scoring 65–100	94%	88%	86%	#	78%	61%
Percentage of Tested Scoring 85–100	46%	30%	40%	#	0%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	347	329	358	20	16	14
Number Scoring 55–100	323	318	345	7	15	14
Number Scoring 65–100	304	305	340	0	14	13
Number Scoring 85–100	141	137	187	0	0	5
Percentage of Tested Scoring 55–100	93%	97%	96%	35%	94%	100%
Percentage of Tested Scoring 65–100	88%	93%	95%	0%	88%	93%
Percentage of Tested Scoring 85–100	41%	42%	52%	0%	0%	36%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	377	354	405	29	8	37
Number Scoring 55–100	371	333	364	25	7	29
Number Scoring 65–100	359	325	347	22	5	24
Number Scoring 85–100	120	117	120	0	0	2
Percentage of Tested Scoring 55–100	98%	94%	90%	86%	88%	78%
Percentage of Tested Scoring 65–100	95%	92%	86%	76%	62%	65%
Percentage of Tested Scoring 85–100	32%	33%	30%	0%	0%	5%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	174	388	440	16	10	43
Number Scoring 55–100	157	328	338	13	8	25
Number Scoring 65–100	125	295	307	12	7	21
Number Scoring 85–100	64	81	78	3	3	4
Percentage of Tested Scoring 55–100	90%	85%	77%	81%	80%	58%
Percentage of Tested Scoring 65–100	72%	76%	70%	75%	70%	49%
Percentage of Tested Scoring 85–100	37%	21%	18%	19%	30%	9%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		214	172		0	2
Number Scoring 55–100		207	166		0	#
Number Scoring 65–100		177	145		0	#
Number Scoring 85–100		56	29		0	#
Percentage of Tested Scoring 55–100		97%	97%		0%	#
Percentage of Tested Scoring 65–100		83%	84%		0%	#
Percentage of Tested Scoring 85–100		26%	17%		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	25	28	26	0	0	1
Number Scoring 55–100	25	28	26	0	0	#
Number Scoring 65–100	25	28	26	0	0	#
Number Scoring 85–100	16	14	16	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	64%	50%	62%	0%	0%	#
Comprehensive Italian						
Number Tested	34	31	34	0	0	0
Number Scoring 55–100	34	30	33	0	0	0
Number Scoring 65–100	34	28	32	0	0	0
Number Scoring 85–100	24	10	8	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	90%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	71%	32%	24%	0%	0%	0%
Comprehensive German						
Number Tested	10	11	7	0	0	0
Number Scoring 55–100	10	11	7	0	0	0
Number Scoring 65–100	10	11	7	0	0	0
Number Scoring 85–100	9	10	5	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	90%	91%	71%	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	143	176	173	0	4	3
Number Scoring 55–100	142	175	167	0	#	#
Number Scoring 65–100	141	172	166	0	#	#
Number Scoring 85–100	106	127	127	0	#	#
Percentage of Tested Scoring 55–100	99%	99%	97%	0%	#	#
Percentage of Tested Scoring 65–100	99%	98%	96%	0%	#	#
Percentage of Tested Scoring 85–100	74%	72%	73%	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	284	224	24	10	6	0
Number Scoring 55–100	235	171	12	7	2	0
Number Scoring 65–100	210	144	11	4	2	0
Number Scoring 85–100	107	19	1	1	1	0
Percentage of Tested Scoring 55–100	83%	76%	50%	70%	33%	0%
Percentage of Tested Scoring 65–100	74%	64%	46%	40%	33%	0%
Percentage of Tested Scoring 85–100	38%	8%	4%	10%	17%	0%
Sequential Mathematics, Course III						
Number Tested	190	175	121	0	0	3
Number Scoring 55–100	169	167	92	0	0	#
Number Scoring 65–100	159	164	84	0	0	#
Number Scoring 85–100	76	98	16	0	0	#
Percentage of Tested Scoring 55–100	89%	95%	76%	0%	0%	#
Percentage of Tested Scoring 65–100	84%	94%	69%	0%	0%	#
Percentage of Tested Scoring 85–100	40%	56%	13%	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	75	100%	0	0%	94	89%
Students with Disabilities	9	100%	0	0%	12	75%

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	326	326	326	22	22	22	348	348	348
Number Scoring 55–64	6	9	11	1	1	2	7	10	13
Number Scoring 65–84	143	149	169	12	14	15	155	163	184
Number Scoring 85–100	152	134	125	3	0	0	155	134	125
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)