

# New York State School Report Card Comprehensive Information Report

BEDS Code: 46-09-01-06-0003

Grade Range : 9-12

Name: Mexico High School

Principal: Jeannie Henry

## 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	262	259	269
Tenth	225	221	227
Eleventh	227	216	214
Twelfth	130	162	154
Ungraded Secondary	0	0	0
Total K-12 Enrollment	844	858	864

## 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	17	2.0%	22	2.6%	26	3.0%
Black (Not Hispanic)	5	0.6%	4	0.5%	3	0.3%
Hispanic	4	0.5%	6	0.7%	6	0.7%
White (Not Hispanic)	818	96.9%	826	96.3%	829	95.9%

## 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	16	19	23
Mathematics Grade 10	25	15	18
Science Grade 10	21	21	22
Social Studies Grade 10	18	17	18

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

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

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</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>	95	11.3%	103	12.0%	106	12.3%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		94.6%		92.3%		94.2%
<b>Student Suspensions</b>	95	11.9%	80	9.5%	73	8.5%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	7.1%	6.8%	9.5%
<b>Public Assistance</b>	1-10%	11-20%	11-20%
<b>Student Stability</b>	100%	97%	97%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	56
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

\*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	131	71	54%	152	95	62%	148	100	68%
Students with Disabilities	9	1	11%	10	0	0%	8	1	12%
All Students	140	72	51%	162	95	59%	156	101	65%

\*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	62	54	4	7	28	1
Percent	40%	35%	3%	4%	18%	1%

## 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)
8	1	7	15

\*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			32		22	
	Entered GED Program*			2		13	
	Total Noncompleters			34		35	
Students with Disabilities	Dropped Out			10		10	
	Entered GED Program*			1		1	
	Total Noncompleters			11		11	
All Students	Dropped Out	35	4.1%	42	4.9%	32	3.7%
	Entered GED Program*	2	0.2%	3	0.4%	14	1.6%
	Total Noncompleters	37	4.4%	45	5.2%	46	5.3%

\*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		760	779
	Number of Students with Disabilities		70	70
	Number of All Students		830	849
	Percent of Enrollment		97%	98%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	21	86%	17	71%	28	61%
German	27	78%	22	55%	36	58%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	55	96%	89	65%	78	97%

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	3	#	1	#
German	0	0%	4	#	2	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	2	#	11	36%

(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%	1	#	1	#
Science	0	0%	2	#	0	0%
Reading	0	0%	8	0%	0	0%
Writing	0	0%	8	0%	0	0%
Global Studies	3	#	1	#	2	#
U.S. Hist & Gov't	4	#	4	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	1	#
Science	0	0%	2	#	0	0%
Reading	0	0%	4	#	1	#
Writing	0	0%	4	#	1	#
Global Studies	2	#	2	#	2	#
U.S. Hist & Gov't	0	0%	2	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	195	176	175	11	16	10
Number Scoring 55–100	181	168	165	8	12	8
Number Scoring 65–100	164	144	152	4	8	6
Number Scoring 85–100	47	60	59	0	0	0
Percentage of Tested Scoring 55–100	93%	95%	94%	73%	75%	80%
Percentage of Tested Scoring 65–100	84%	82%	87%	36%	50%	60%
Percentage of Tested Scoring 85–100	24%	34%	34%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	66	41	0	4	0
Number Scoring 55–100	0	58	38	0	#	0
Number Scoring 65–100	0	54	36	0	#	0
Number Scoring 85–100	0	31	12	0	#	0
Percentage of Tested Scoring 55–100	0%	88%	93%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	82%	88%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	47%	29%	0%	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	196	191	206	16	14	16
Number Scoring 55–100	186	179	173	12	12	13
Number Scoring 65–100	153	158	147	8	9	12
Number Scoring 85–100	55	35	38	1	0	0
Percentage of Tested Scoring 55–100	95%	94%	84%	75%	86%	81%
Percentage of Tested Scoring 65–100	78%	83%	71%	50%	64%	75%
Percentage of Tested Scoring 85–100	28%	18%	18%	6%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	173	189	167	11	13	9
Number Scoring 55–100	157	180	165	11	11	8
Number Scoring 65–100	132	157	148	9	8	6
Number Scoring 85–100	57	60	92	0	0	1
Percentage of Tested Scoring 55–100	91%	95%	99%	100%	85%	89%
Percentage of Tested Scoring 65–100	76%	83%	89%	82%	62%	67%
Percentage of Tested Scoring 85–100	33%	32%	55%	0%	0%	11%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	172	145	162	8	4	10
Number Scoring 55–100	156	144	157	5	#	9
Number Scoring 65–100	145	142	144	4	#	9
Number Scoring 85–100	45	47	37	0	#	1
Percentage of Tested Scoring 55–100	91%	99%	97%	62%	#	90%
Percentage of Tested Scoring 65–100	84%	98%	89%	50%	#	90%
Percentage of Tested Scoring 85–100	26%	32%	23%	0%	#	10%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	212	208	195	13	24	21
Number Scoring 55–100	176	191	171	6	21	13
Number Scoring 65–100	150	160	149	3	18	8
Number Scoring 85–100	35	36	39	0	3	1
Percentage of Tested Scoring 55–100	83%	92%	88%	46%	88%	62%
Percentage of Tested Scoring 65–100	71%	77%	76%	23%	75%	38%
Percentage of Tested Scoring 85–100	17%	17%	20%	0%	12%	5%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		54	54		0	2
Number Scoring 55–100		54	52		0	#
Number Scoring 65–100		49	44		0	#
Number Scoring 85–100		4	4		0	#
Percentage of Tested Scoring 55–100		100%	96%		0%	#
Percentage of Tested Scoring 65–100		91%	81%		0%	#
Percentage of Tested Scoring 85–100		7%	7%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	26	25	14	0	0	0
Number Scoring 55–100	23	20	13	0	0	0
Number Scoring 65–100	20	15	11	0	0	0
Number Scoring 85–100	3	2	2	0	0	0
Percentage of Tested Scoring 55–100	88%	80%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	77%	60%	79%	0%	0%	0%
Percentage of Tested Scoring 85–100	12%	8%	14%	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	37	40	22	0	1	0
Number Scoring 55–100	37	40	22	0	#	0
Number Scoring 65–100	37	40	22	0	#	0
Number Scoring 85–100	34	23	14	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	92%	57%	64%	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	44	47	52	1	2	1
Number Scoring 55–100	44	47	51	#	#	#
Number Scoring 65–100	43	47	51	#	#	#
Number Scoring 85–100	32	29	29	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	#	#
Percentage of Tested Scoring 65–100	98%	100%	98%	#	#	#
Percentage of Tested Scoring 85–100	73%	62%	56%	#	#	#
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	185	124	25	7	4	1
Number Scoring 55–100	159	95	17	5	#	#
Number Scoring 65–100	145	74	8	4	#	#
Number Scoring 85–100	64	6	1	1	#	#
Percentage of Tested Scoring 55–100	86%	77%	68%	71%	#	#
Percentage of Tested Scoring 65–100	78%	60%	32%	57%	#	#
Percentage of Tested Scoring 85–100	35%	5%	4%	14%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	124	126	19	2	2	0
Number Scoring 55–100	102	113	16	#	#	0
Number Scoring 65–100	99	104	13	#	#	0
Number Scoring 85–100	39	35	1	#	#	0
Percentage of Tested Scoring 55–100	82%	90%	84%	#	#	0%
Percentage of Tested Scoring 65–100	80%	83%	68%	#	#	0%
Percentage of Tested Scoring 85–100	31%	28%	5%	#	#	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	84	96%	93	100%	65	95%
Students with Disabilities	19	89%	15	100%	2	#

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<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

## 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	150	150	150	22	22	22	172	172	172
Number Scoring 55–64	18	14	7	5	2	4	23	16	11
Number Scoring 65–84	71	68	87	4	6	7	75	74	94
Number Scoring 85–100	53	56	50	1	0	0	54	56	50
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)