

New York State School Report Card Comprehensive Information Report

BEDS Code: 13-21-01-06-0011
 Name: Roy C. Ketcham Senior High School
 Principal: Sherrill Murray-Lazarus

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	409	473	488
Tenth	405	421	461
Eleventh	380	387	417
Twelfth	382	346	381
Ungraded Secondary	53	71	75
Total K-12 Enrollment	1629	1698	1822

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	97	6.0%	105	6.2%	109	6.0%
Black (Not Hispanic)	124	7.6%	126	7.4%	121	6.6%
Hispanic	142	8.7%	160	9.4%	189	10.4%
White (Not Hispanic)	1266	77.7%	1307	77.0%	1403	77.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	25	25
Mathematics Grade 10	28	23	17
Science Grade 10	24	23	26
Social Studies Grade 10	22	24	23

(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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	41	2.5%	46	2.7%	65	3.6%
Eligible for Free Lunch	102	6.3%	32	1.9%	118	6.5%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.3%		91.0%		91.0%
Student Suspensions	170	10.4%	210	12.9%	244	14.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.0%	2.1%	3.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	99%	100%

Staff Counts

Staff	2003-04
Total Teachers	126
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching Out of Certification*	0

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	324	322	99%	306	210	69%	356	355	100%
Students with Disabilities	16	16	100%	21	5	24%	6	6	100%
All Students	340	338	99%	327	215	66%	362	361	100%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	144	149	3	14	13	39
Percent	40%	41%	1%	4%	4%	11%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
6	6	0	6

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	53		54		39	2.4%
	Entered GED Program*	0		18		21	1.3%
	Total Noncompleters	53		72		60	3.6%
Students with Disabilities	Dropped Out	2		13		10	5.6%
	Entered GED Program*	0		6		5	2.8%
	Total Noncompleters	2		19		15	8.4%
All Students	Dropped Out	55	3.4%	67	3.9%	49	2.7%
	Entered GED Program*	0	0.0%	24	1.4%	26	1.4%
	Total Noncompleters	55	3.4%	91	5.4%	75	4.1%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	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%
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	80	111	109
	Number of Students with Disabilities	210	80	69
	Number of All Students	290	191	178
	Percent of Enrollment	18%	11%	10%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	56%	4	#	5	20%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	52	63%	45	53%
Science	0	0%	0	0%	5	80%
Reading	0	0%	1	#	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	4	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	274	351	382	18	13	32
Number Scoring 55-100	257	329	360	13	9	27
Number Scoring 65-100	252	321	340	12	7	20
Number Scoring 85-100	127	156	171	1	1	4
Percentage of Tested Scoring 55-100	94%	94%	94%	72%	69%	84%
Percentage of Tested Scoring 65-100	92%	91%	89%	67%	54%	62%
Percentage of Tested Scoring 85-100	46%	44%	45%	6%	8%	12%
Mathematics A						
Number Tested	161	437	480	7	26	41
Number Scoring 55-100	109	368	469	4	14	37
Number Scoring 65-100	84	307	442	3	10	30
Number Scoring 85-100	59	66	165	0	2	3
Percentage of Tested Scoring 55-100	68%	84%	98%	57%	54%	90%
Percentage of Tested Scoring 65-100	52%	70%	92%	43%	38%	73%
Percentage of Tested Scoring 85-100	37%	15%	34%	0%	8%	7%
Mathematics B						
Number Tested	0	50	140	0	0	1
Number Scoring 55-100	0	50	129	0	0	#
Number Scoring 65-100	0	48	119	0	0	#
Number Scoring 85-100	0	20	47	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	92%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	96%	85%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	40%	34%	0%	0%	#
Global History and Geography						
Number Tested	372	391	452	9	36	46
Number Scoring 55-100	352	351	407	9	24	32
Number Scoring 65-100	328	338	377	7	22	23
Number Scoring 85-100	110	156	154	0	2	6
Percentage of Tested Scoring 55-100	95%	90%	90%	100%	67%	70%
Percentage of Tested Scoring 65-100	88%	86%	83%	78%	61%	50%
Percentage of Tested Scoring 85-100	30%	40%	34%	0%	6%	13%
U.S. History and Government						
Number Tested	329	358	380	16	14	26
Number Scoring 55-100	318	345	361	15	14	23
Number Scoring 65-100	305	340	353	14	13	21
Number Scoring 85-100	137	187	227	0	5	8
Percentage of Tested Scoring 55-100	97%	96%	95%	94%	100%	88%
Percentage of Tested Scoring 65-100	93%	95%	93%	88%	93%	81%
Percentage of Tested Scoring 85-100	42%	52%	60%	0%	36%	31%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	354	405	444	8	37	35
Number Scoring 55-100	333	364	430	7	29	30
Number Scoring 65-100	325	347	416	5	24	27
Number Scoring 85-100	117	120	141	0	2	4
Percentage of Tested Scoring 55-100	94%	90%	97%	88%	78%	86%
Percentage of Tested Scoring 65-100	92%	86%	94%	62%	65%	77%
Percentage of Tested Scoring 85-100	33%	30%	32%	0%	5%	11%
Physical Setting/Earth Science						
Number Tested	388	440	460	10	43	53
Number Scoring 55-100	328	338	399	8	25	31
Number Scoring 65-100	295	307	358	7	21	21
Number Scoring 85-100	81	78	98	3	4	4
Percentage of Tested Scoring 55-100	85%	77%	87%	80%	58%	58%
Percentage of Tested Scoring 65-100	76%	70%	78%	70%	49%	40%
Percentage of Tested Scoring 85-100	21%	18%	21%	30%	9%	8%
Physical Setting/Chemistry						
Number Tested	214	172	194	0	2	2
Number Scoring 55-100	207	166	183	0	#	#
Number Scoring 65-100	177	145	150	0	#	#
Number Scoring 85-100	56	29	53	0	#	#
Percentage of Tested Scoring 55-100	97%	97%	94%	0%	#	#
Percentage of Tested Scoring 65-100	83%	84%	77%	0%	#	#
Percentage of Tested Scoring 85-100	26%	17%	27%	0%	#	#
Physical Setting/Physics						
Number Tested			22			0
Number Scoring 55-100			22			0
Number Scoring 65-100			22			0
Number Scoring 85-100			5			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			23%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	28	26	25	0	1	0
Number Scoring 55-100	28	26	25	0	#	0
Number Scoring 65-100	28	26	25	0	#	0
Number Scoring 85-100	14	16	20	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	50%	62%	80%	0%	#	0%
Comprehensive Italian						
Number Tested	31	34	33	0	0	1
Number Scoring 55-100	30	33	33	0	0	#
Number Scoring 65-100	28	32	33	0	0	#
Number Scoring 85-100	10	8	23	0	0	#
Percentage of Tested Scoring 55-100	97%	97%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	90%	94%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	32%	24%	70%	0%	0%	#
Comprehensive German						
Number Tested	11	7	11	0	0	0
Number Scoring 55-100	11	7	11	0	0	0
Number Scoring 65-100	11	7	11	0	0	0
Number Scoring 85-100	10	5	8	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	91%	71%	73%	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	176	173	159	4	3	0
Number Scoring 55-100	175	167	158	#	#	0
Number Scoring 65-100	172	166	158	#	#	0
Number Scoring 85-100	127	127	96	#	#	0
Percentage of Tested Scoring 55-100	99%	97%	99%	#	#	0%
Percentage of Tested Scoring 65-100	98%	96%	99%	#	#	0%
Percentage of Tested Scoring 85-100	72%	73%	60%	#	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	175	121	8	0	3	0
Number Scoring 55-100	167	92	7	0	#	0
Number Scoring 65-100	164	84	7	0	#	0
Number Scoring 85-100	98	16	0	0	#	0
Percentage of Tested Scoring 55-100	95%	76%	88%	0%	#	0%
Percentage of Tested Scoring 65-100	94%	69%	88%	0%	#	0%
Percentage of Tested Scoring 85-100	56%	13%	0%	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	94	89%	82	95%
Students with Disabilities	0	0%	12	75%	3	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	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)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	353	353	353	11	11	11	364	364	364
Number Scoring 55–64	19	3	5	0	1	0	19	4	5
Number Scoring 65–84	185	129	174	3	1	4	188	130	178
Number Scoring 85–100	112	181	151	1	3	2	113	184	153
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			35			1
Beginning (0-18)			3			#
Intermediate (19-31)			9			#
Advanced (32-36)			17			#
Proficient (37-39)			6			#
Reading and Writing (Grade 9-12)						
Number Tested			35			1
Beginning (0-14)			3			#
Intermediate (15-24)			9			#
Advanced (25-32)			20			#
Proficient (33-35)			3			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)