

# New York State School Report Card Comprehensive Information Report

BEDS Code: 24-11-01-04-0003  
 Name: Keshequa Senior High School  
 Principal: Mark Mattle

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	90	70	80
Tenth	88	84	72
Eleventh	71	87	80
Twelfth	79	67	84
Ungraded Secondary	0	0	0
Total K-12 Enrollment	328	308	316

## 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	5	1.5%	8	2.6%	10	3.2%
Black (Not Hispanic)	0	0.0%	0	0.0%	1	0.3%
Hispanic	2	0.6%	0	0.0%	0	0.0%
White (Not Hispanic)	321	97.9%	300	97.4%	305	96.5%

## 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	14	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	0	0	15
Mathematics Grade 10	16	21	15
Science Grade 10	21	11	18
Social Studies Grade 10	0	0	15

(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
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.

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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	52	15.9%	48	15.6%	70	22.2%

### 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		92.5%		93.4%		92.1%
Student Suspensions	60	18.1%	37	11.3%	41	13.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.5%	12.7%	9.2%
Public Assistance	21-30%	31-40%	31-40%
Student Stability	91%	99%	95%

### Staff Counts

Staff	2003-04
Total Teachers	24
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*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	67	67	100%	59	58	98%	61	60	98%
Students with Disabilities	4	4	100%	4	4	100%	7	7	100%
All Students	71	71	100%	63	62	98%	68	67	99%

\*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	16	31	0	3	15	3
Percent	24%	46%	0%	4%	22%	4%

## 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)
7	7	2	9

\*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	7		8		4	1.7%
	Entered GED Program*	1		2		0	0.0%
	Total Noncompleters	8		10		4	1.7%
Students with Disabilities	Dropped Out	0		3		0	0.0%
	Entered GED Program*	0		0		1	1.8%
	Total Noncompleters	0		3		1	1.8%
All Students	Dropped Out	7	2.1%	11	3.6%	4	1.4%
	Entered GED Program*	1	0.3%	2	0.6%	1	0.3%
	Total Noncompleters	8	2.4%	13	4.2%	5	1.7%

\*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	0	221	95
	Number of Students with Disabilities	0	64	10
	Number of All Students	0	285	105
	Percent of Enrollment	0%	93%	33%

## 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%	3	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	9	67%	3	#	7	57%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	0	0%	3	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	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
Mathematics	0	0%	7	86%	1	#
Science	0	0%	9	44%	3	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	6	33%	8	88%
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	58	72	68	4	11	9
Number Scoring 55-100	58	72	65	#	11	9
Number Scoring 65-100	57	72	65	#	11	9
Number Scoring 85-100	28	40	28	#	3	0
Percentage of Tested Scoring 55-100	100%	100%	96%	#	100%	100%
Percentage of Tested Scoring 65-100	98%	100%	96%	#	100%	100%
Percentage of Tested Scoring 85-100	48%	56%	41%	#	27%	0%
<b>Mathematics A</b>						
Number Tested	4	53	81	0	0	10
Number Scoring 55-100	#	51	78	0	0	9
Number Scoring 65-100	#	50	69	0	0	4
Number Scoring 85-100	#	21	7	0	0	0
Percentage of Tested Scoring 55-100	#	96%	96%	0%	0%	90%
Percentage of Tested Scoring 65-100	#	94%	85%	0%	0%	40%
Percentage of Tested Scoring 85-100	#	40%	9%	0%	0%	0%
<b>Mathematics B</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>Global History and Geography</b>						
Number Tested	79	72	67	15	12	9
Number Scoring 55-100	64	65	60	11	8	6
Number Scoring 65-100	51	53	52	5	5	4
Number Scoring 85-100	16	21	16	1	0	0
Percentage of Tested Scoring 55-100	81%	90%	90%	73%	67%	67%
Percentage of Tested Scoring 65-100	65%	74%	78%	33%	42%	44%
Percentage of Tested Scoring 85-100	20%	29%	24%	7%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	68	70	64	4	12	10
Number Scoring 55-100	65	70	63	#	12	10
Number Scoring 65-100	58	68	62	#	11	10
Number Scoring 85-100	13	30	33	#	2	2
Percentage of Tested Scoring 55-100	96%	100%	98%	#	100%	100%
Percentage of Tested Scoring 65-100	85%	97%	97%	#	92%	100%
Percentage of Tested Scoring 85-100	19%	43%	52%	#	17%	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	70	57	59	11	4	6
Number Scoring 55-100	68	57	59	10	#	6
Number Scoring 65-100	66	54	59	8	#	6
Number Scoring 85-100	23	23	20	2	#	1
Percentage of Tested Scoring 55-100	97%	100%	100%	91%	#	100%
Percentage of Tested Scoring 65-100	94%	95%	100%	73%	#	100%
Percentage of Tested Scoring 85-100	33%	40%	34%	18%	#	17%
<b>Physical Setting/Earth Science</b>						
Number Tested	73	62	47	6	12	5
Number Scoring 55-100	68	57	45	4	9	4
Number Scoring 65-100	67	49	39	4	5	2
Number Scoring 85-100	20	13	15	0	1	0
Percentage of Tested Scoring 55-100	93%	92%	96%	67%	75%	80%
Percentage of Tested Scoring 65-100	92%	79%	83%	67%	42%	40%
Percentage of Tested Scoring 85-100	27%	21%	32%	0%	8%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	27	27	27	0	3	0
Number Scoring 55-100	23	24	27	0	#	0
Number Scoring 65-100	14	22	20	0	#	0
Number Scoring 85-100	0	4	4	0	#	0
Percentage of Tested Scoring 55-100	85%	89%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	52%	81%	74%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	15%	15%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			1			0
Number Scoring 55-100			#			0
Number Scoring 65-100			#			0
Number Scoring 85-100			#			0
Percentage of Tested Scoring 55-100			#			0%
Percentage of Tested Scoring 65-100			#			0%
Percentage of Tested Scoring 85-100			#			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
<b>Comprehensive French</b>						
Number Tested	12	0	4	0	0	1
Number Scoring 55-100	10	0	#	0	0	#
Number Scoring 65-100	9	0	#	0	0	#
Number Scoring 85-100	3	0	#	0	0	#
Percentage of Tested Scoring 55-100	83%	0%	#	0%	0%	#
Percentage of Tested Scoring 65-100	75%	0%	#	0%	0%	#
Percentage of Tested Scoring 85-100	25%	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	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 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	26	22	18	0	0	0
Number Scoring 55-100	25	22	17	0	0	0
Number Scoring 65-100	25	22	17	0	0	0
Number Scoring 85-100	13	14	12	0	0	0
Percentage of Tested Scoring 55-100	96%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	64%	67%	0%	0%	0%
<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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	16	34	1	0	3	0
Number Scoring 55-100	14	25	#	0	#	0
Number Scoring 65-100	14	22	#	0	#	0
Number Scoring 85-100	5	13	#	0	#	0
Percentage of Tested Scoring 55-100	88%	74%	#	0%	#	0%
Percentage of Tested Scoring 65-100	88%	65%	#	0%	#	0%
Percentage of Tested Scoring 85-100	31%	38%	#	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%	0	0%	23	100%
Students with Disabilities	0	0%	0	0%	12	100%

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
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	1	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

## 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	62	62	62	12	12	12	74	74	74
Number Scoring 55–64	8	0	2	4	0	1	12	0	3
Number Scoring 65–84	31	29	35	5	6	7	36	35	42
Number Scoring 85–100	16	29	22	0	3	1	16	32	23
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)