

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 46-09-01-06-0003  
 Name: Mexico High School  
 Principal: Jeannie Henry

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	259	269	264
Tenth	221	227	257
Eleventh	216	214	198
Twelfth	162	154	161
Ungraded Secondary	0	0	0
Total K-12 Enrollment	858	864	880

### 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	22	2.6%	26	3.0%	16	1.8%
Black (Not Hispanic)	4	0.5%	3	0.3%	3	0.3%
Hispanic	6	0.7%	6	0.7%	6	0.7%
White (Not Hispanic)	826	96.3%	829	95.9%	855	97.2%

### 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	19	23	22
Mathematics Grade 10	15	18	21
Science Grade 10	21	22	22
Social Studies Grade 10	17	18	20

(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>
51	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 higher 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>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	1	0.1%
<b>Eligible for Free Lunch</b>	103	12.0%	106	12.3%	173	19.7%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		92.3%		94.2%		92.2%
<b>Student Suspensions</b>	80	9.5%	73	8.5%	197	22.8%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	6.8%	9.5%	12.2%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	97%	97%	99%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	53
Total Other Professional Staff	8
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	152	95	62%	148	100	68%	144	97	67%
Students with Disabilities	10	0	0%	8	1	12%	9	1	11%
All Students	162	95	59%	156	101	65%	153	98	64%

\*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	55	64	3	9	22	0
Percent	36%	42%	2%	6%	14%	0%

## 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)
9	1	7	16

\*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	32		22		35	4.6%
	Entered GED Program*	2		13		9	1.2%
	Total Noncompleters	34		35		44	5.8%
Students with Disabilities	Dropped Out	10		10		10	7.2%
	Entered GED Program*	1		1		3	2.2%
	Total Noncompleters	11		11		13	9.4%
All Students	Dropped Out	42	4.9%	32	3.7%	45	5.0%
	Entered GED Program*	3	0.4%	14	1.6%	12	1.3%
	Total Noncompleters	45	5.2%	46	5.3%	57	6.4%

\*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	760	779	703
	Number of Students with Disabilities	70	70	133
	Number of All Students	830	849	836
	Percent of Enrollment	97%	98%	95%

## 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; completion 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	17	71%	28	61%	23	61%
German	22	55%	36	58%	39	77%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	89	65%	78	97%	70	67%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	1	#	10	33%
German	4	#	2	#	3	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	11	36%	10	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	2	#	0	0%	0	0%
Reading	8	0%	0	0%	0	0%
Writing	8	0%	0	0%	0	0%
Global Studies	1	#	2	#	2	#
U.S. Hist & Gov't	4	#	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	1	#
Science	2	#	0	0%	0	0%
Reading	4	#	1	#	1	#
Writing	4	#	1	#	1	#
Global Studies	2	#	2	#	6	17%
U.S. Hist & Gov't	2	#	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
<b>Comprehensive English</b>						
Number Tested	176	175	172	16	10	14
Number Scoring 55–100	168	165	167	12	8	12
Number Scoring 65–100	144	152	152	8	6	9
Number Scoring 85–100	60	59	71	0	0	0
Percentage of Tested Scoring 55–100	95%	94%	97%	75%	80%	86%
Percentage of Tested Scoring 65–100	82%	87%	88%	50%	60%	64%
Percentage of Tested Scoring 85–100	34%	34%	41%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	66	41	211	4	0	16
Number Scoring 55–100	58	38	209	#	0	15
Number Scoring 65–100	54	36	200	#	0	12
Number Scoring 85–100	31	12	60	#	0	0
Percentage of Tested Scoring 55–100	88%	93%	99%	#	0%	94%
Percentage of Tested Scoring 65–100	82%	88%	95%	#	0%	75%
Percentage of Tested Scoring 85–100	47%	29%	28%	#	0%	0%
<b>Mathematics B</b>						
Number Tested	0	1	0	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	191	206	231	14	16	23
Number Scoring 55–100	179	173	202	12	13	13
Number Scoring 65–100	158	147	165	9	12	11
Number Scoring 85–100	35	38	56	0	0	1
Percentage of Tested Scoring 55–100	94%	84%	87%	86%	81%	57%
Percentage of Tested Scoring 65–100	83%	71%	71%	64%	75%	48%
Percentage of Tested Scoring 85–100	18%	18%	24%	0%	0%	4%
<b>U.S. History and Government</b>						
Number Tested	189	167	158	13	9	11
Number Scoring 55–100	180	165	152	11	8	10
Number Scoring 65–100	157	148	137	8	6	8
Number Scoring 85–100	60	92	72	0	1	1
Percentage of Tested Scoring 55–100	95%	99%	96%	85%	89%	91%
Percentage of Tested Scoring 65–100	83%	89%	87%	62%	67%	73%
Percentage of Tested Scoring 85–100	32%	55%	46%	0%	11%	9%

(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	145	162	196	4	10	17
Number Scoring 55–100	144	157	186	#	9	15
Number Scoring 65–100	142	144	171	#	9	13
Number Scoring 85–100	47	37	45	#	1	3
Percentage of Tested Scoring 55–100	99%	97%	95%	#	90%	88%
Percentage of Tested Scoring 65–100	98%	89%	87%	#	90%	76%
Percentage of Tested Scoring 85–100	32%	23%	23%	#	10%	18%
<b>Physical Setting/Earth Science</b>						
Number Tested	208	195	229	24	21	29
Number Scoring 55–100	191	171	203	21	13	19
Number Scoring 65–100	160	149	176	18	8	13
Number Scoring 85–100	36	39	38	3	1	1
Percentage of Tested Scoring 55–100	92%	88%	89%	88%	62%	66%
Percentage of Tested Scoring 65–100	77%	76%	77%	75%	38%	45%
Percentage of Tested Scoring 85–100	17%	20%	17%	12%	5%	3%
<b>Physical Setting/Chemistry</b>						
Number Tested	54	54	31	0	2	0
Number Scoring 55–100	54	52	27	0	#	0
Number Scoring 65–100	49	44	25	0	#	0
Number Scoring 85–100	4	4	5	0	#	0
Percentage of Tested Scoring 55–100	100%	96%	87%	0%	#	0%
Percentage of Tested Scoring 65–100	91%	81%	81%	0%	#	0%
Percentage of Tested Scoring 85–100	7%	7%	16%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			34			0
Number Scoring 55–100			29			0
Number Scoring 65–100			24			0
Number Scoring 85–100			5			0
Percentage of Tested Scoring 55–100			85%			0%
Percentage of Tested Scoring 65–100			71%			0%
Percentage of Tested Scoring 85–100			15%			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	25	14	17	0	0	0
Number Scoring 55–100	20	13	17	0	0	0
Number Scoring 65–100	15	11	17	0	0	0
Number Scoring 85–100	2	2	4	0	0	0
Percentage of Tested Scoring 55–100	80%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	60%	79%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	8%	14%	24%	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	40	22	20	1	0	0
Number Scoring 55–100	40	22	20	#	0	0
Number Scoring 65–100	40	22	20	#	0	0
Number Scoring 85–100	23	14	15	#	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	57%	64%	75%	#	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	47	52	44	2	1	0
Number Scoring 55–100	47	51	43	#	#	0
Number Scoring 65–100	47	51	43	#	#	0
Number Scoring 85–100	29	29	27	#	#	0
Percentage of Tested Scoring 55–100	100%	98%	98%	#	#	0%
Percentage of Tested Scoring 65–100	100%	98%	98%	#	#	0%
Percentage of Tested Scoring 85–100	62%	56%	61%	#	#	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	126	19	2	2	0	0
Number Scoring 55–100	113	16	#	#	0	0
Number Scoring 65–100	104	13	#	#	0	0
Number Scoring 85–100	35	1	#	#	0	0
Percentage of Tested Scoring 55–100	90%	84%	#	#	0%	0%
Percentage of Tested Scoring 65–100	83%	68%	#	#	0%	0%
Percentage of Tested Scoring 85–100	28%	5%	#	#	0%	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	93	100%	65	95%	56	100%
Students with Disabilities	15	100%	2	#	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
<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	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

## 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	161	161	161	22	22	22	183	183	183
Number Scoring 55–64	10	3	4	0	0	3	10	3	7
Number Scoring 65–84	105	46	87	6	5	6	111	51	93
Number Scoring 85–100	34	86	60	0	1	0	34	87	60
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)