

New York State School Report Card Comprehensive Information Report

BEDS Code: 06-22-01-06-0003
 Name: Fredonia High School
 Principal: Todd Crandall

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	171	166	158
Tenth	153	159	160
Eleventh	145	149	153
Twelfth	170	148	146
Ungraded Secondary	0	0	0
Total K-12 Enrollment	639	622	617

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	15	2.3%	10	1.6%	10	1.6%
Black (Not Hispanic)	6	0.9%	7	1.1%	3	0.5%
Hispanic	14	2.2%	21	3.4%	18	2.9%
White (Not Hispanic)	604	94.5%	584	93.9%	586	95.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	21	12	17
Mathematics Grade 10	15	20	17
Science Grade 10	19	21	22
Social Studies Grade 10	18	17	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	12	1.9%	7	1.1%	8	1.3%
Eligible for Free Lunch	66	10.3%	65	10.5%	65	10.5%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		95.3%		96.5%
Student Suspensions	9	1.4%	18	2.8%	30	4.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	7.7%	6.3%	5.5%
Public Assistance	21-30%	21-30%	11-20%
Student Stability	98%	97%	96%

Staff Counts

Staff	2004-05
Total Teachers	43
Total Other Professional Staff	4
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	151	130	134
	Regents Diplomas	102	97	125
	% Regents Diplomas	68%	75%	93%
	Regents Diplomas with Advanced Designation**			84
	% Regents Diplomas with Advanced Designation			63%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	7	5
	Regents Diplomas	0	3	3
	% Regents Diplomas	0%	43%	60%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	0	1
All Students	Total Graduates*	154	137	139
	Regents Diplomas	102	100	128
	% Regents Diplomas	66%	73%	92%
	Regents Diplomas with Advanced Designation**			84
	% Regents Diplomas with Advanced Designation			60%
	IEP Diplomas or Local Certificates	1	0	1

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	79	45	0	2	7	0	0	1
	Percent	59%	34%	0%	1%	5%	0%	0%	1%
Students with Disabilities	Number	0	4	0	0	1	0	0	0
	Percent	0%	80%	0%	0%	20%	0%	0%	0%
All Students	Number	79	49	0	2	8	0	0	1
	Percent	57%	35%	0%	1%	6%	0%	0%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	10		6	1.1%	16	2.8%
	Entered GED Program*	1		1	0.2%	3	0.5%
	Total Noncompleters	11		7	1.2%	19	3.3%
Students with Disabilities	Dropped Out	0		5	11.1%	4	9.8%
	Entered GED Program*	0		0	0.0%	1	2.4%
	Total Noncompleters	0		5	11.1%	5	12.2%
All Students	Dropped Out	10	1.6%	11	1.8%	20	3.2%
	Entered GED Program*	1	0.2%	1	0.2%	4	0.6%
	Total Noncompleters	11	1.7%	12	1.9%	24	3.9%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	19	19	23
	Number of Students with Disabilities	1	1	2
	Number of All Students	20	20	25
	Percent of Enrollment	3%	3%	4%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	25	92%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	125	98%	2	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	6	50%	0	0%	2	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	4	#
Science	1	#	0	0%	2	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	67%	16	63%	7	57%
Science	6	50%	13	54%	6	67%
Reading	6	33%	5	60%	4	#
Writing	0	0%	5	60%	5	80%
Global Studies	8	50%	3	#	4	#
U.S. Hist & Gov't	7	29%	3	#	2	#

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	152	147	149	11	5	8
Number Scoring 55-100	146	141	145	8	2	5
Number Scoring 65-100	136	135	134	7	1	3
Number Scoring 85-100	76	71	73	1	0	1
Percentage of Tested Scoring 55-100	96%	96%	97%	73%	40%	62%
Percentage of Tested Scoring 65-100	89%	92%	90%	64%	20%	38%
Percentage of Tested Scoring 85-100	50%	48%	49%	9%	0%	12%
Mathematics A						
Number Tested	167	158	156	2	7	14
Number Scoring 55-100	158	154	154	#	3	12
Number Scoring 65-100	150	151	146	#	3	10
Number Scoring 85-100	65	76	69	#	0	0
Percentage of Tested Scoring 55-100	95%	97%	99%	#	43%	86%
Percentage of Tested Scoring 65-100	90%	96%	94%	#	43%	71%
Percentage of Tested Scoring 85-100	39%	48%	44%	#	0%	0%
Mathematics B						
Number Tested	0	89	101	0	0	0
Number Scoring 55-100	0	81	99	0	0	0
Number Scoring 65-100	0	76	93	0	0	0
Number Scoring 85-100	0	22	18	0	0	0
Percentage of Tested Scoring 55-100	0%	91%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	85%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	25%	18%	0%	0%	0%
Global History and Geography						
Number Tested	163	172	158	6	10	13
Number Scoring 55-100	149	156	147	3	6	8
Number Scoring 65-100	130	142	133	1	2	7
Number Scoring 85-100	70	72	58	0	1	1
Percentage of Tested Scoring 55-100	91%	91%	93%	50%	60%	62%
Percentage of Tested Scoring 65-100	80%	83%	84%	17%	20%	54%
Percentage of Tested Scoring 85-100	43%	42%	37%	0%	10%	8%
U.S. History and Government						
Number Tested	172	144	141	11	5	5
Number Scoring 55-100	163	141	134	9	3	4
Number Scoring 65-100	149	134	120	8	2	4
Number Scoring 85-100	77	90	77	4	0	1
Percentage of Tested Scoring 55-100	95%	98%	95%	82%	60%	80%
Percentage of Tested Scoring 65-100	87%	93%	85%	73%	40%	80%
Percentage of Tested Scoring 85-100	45%	62%	55%	36%	0%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	129	137	143	2	3	6
Number Scoring 55-100	129	137	143	#	#	6
Number Scoring 65-100	129	137	140	#	#	6
Number Scoring 85-100	58	59	73	#	#	1
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	100%	100%	98%	#	#	100%
Percentage of Tested Scoring 85-100	45%	43%	51%	#	#	17%
Physical Setting/Earth Science						
Number Tested	138	159	151	2	14	11
Number Scoring 55-100	136	151	145	#	12	9
Number Scoring 65-100	131	140	129	#	10	4
Number Scoring 85-100	69	52	62	#	2	0
Percentage of Tested Scoring 55-100	99%	95%	96%	#	86%	82%
Percentage of Tested Scoring 65-100	95%	88%	85%	#	71%	36%
Percentage of Tested Scoring 85-100	50%	33%	41%	#	14%	0%
Physical Setting/Chemistry						
Number Tested	105	125	117	2	1	1
Number Scoring 55-100	102	113	110	#	#	#
Number Scoring 65-100	90	82	85	#	#	#
Number Scoring 85-100	24	16	20	#	#	#
Percentage of Tested Scoring 55-100	97%	90%	94%	#	#	#
Percentage of Tested Scoring 65-100	86%	66%	73%	#	#	#
Percentage of Tested Scoring 85-100	23%	13%	17%	#	#	#
Physical Setting/Physics						
Number Tested		42	27		1	0
Number Scoring 55-100		38	27		#	0
Number Scoring 65-100		29	25		#	0
Number Scoring 85-100		3	16		#	0
Percentage of Tested Scoring 55-100		90%	100%		#	0%
Percentage of Tested Scoring 65-100		69%	93%		#	0%
Percentage of Tested Scoring 85-100		7%	59%		#	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	25	25	41	0	0	0
Number Scoring 55-100	25	25	41	0	0	0
Number Scoring 65-100	25	25	41	0	0	0
Number Scoring 85-100	20	21	23	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	80%	84%	56%	0%	0%	0%
Comprehensive Italian						
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 German						
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 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	62	65	143	2	0	1
Number Scoring 55-100	62	65	140	#	0	#
Number Scoring 65-100	62	65	136	#	0	#
Number Scoring 85-100	48	49	79	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	98%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	95%	#	0%	#
Percentage of Tested Scoring 85-100	77%	75%	55%	#	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)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	137	137	137	7	7	7	144	144	144
Number Scoring 55–64	6	3	0	0	0	0	6	3	0
Number Scoring 65–84	57	39	52	2	2	4	59	41	56
Number Scoring 85–100	70	89	80	0	0	0	70	89	80
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		5	6		1	1
Beginning		0	0		#	#
Intermediate		0	0		#	#
Advanced		1	3		#	#
Proficient		4	3		#	#
Reading and Writing (Grade 9-12)						
Number Tested		5	6		1	1
Beginning		0	0		#	#
Intermediate		1	0		#	#
Advanced		4	2		#	#
Proficient		0	4		#	#

*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)