

New York State School Report Card Comprehensive Information Report

BEDS Code: 06-22-01-06-0003

Grade Range : 9-12

Name: Fredonia High School

Principal: Todd Crandall

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	156	164	171
Tenth	173	150	153
Eleventh	161	176	145
Twelfth	156	162	170
Ungraded Secondary	6	5	0
Total K-12 Enrollment	652	657	639

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	12	1.8%	18	2.7%	15	2.3%
Black (Not Hispanic)	11	1.7%	8	1.2%	6	0.9%
Hispanic	12	1.8%	12	1.8%	14	2.2%
White (Not Hispanic)	617	94.6%	619	94.2%	604	94.5%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	19	21
Mathematics Grade 10	21	19	15
Science Grade 10	23	23	19
Social Studies Grade 10	18	21	18

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.5%	7	1.1%	12	1.9%
Eligible for Free Lunch	93	14.3%	75	11.4%	66	10.3%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.7%		95.7%		95.0%
Student Suspensions	10	1.5%	15	2.3%	9	1.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.4%	5.6%	7.7%
Public Assistance	1-10%	21-30%	21-30%
Student Stability	94%	98%	98%

Staff Counts

Staff	2002–2003
Total Teachers	59
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	127	102	80%	145	87	60%	151	102	68%
Students with Disabilities	23	2	9%	7	0	0%	3	0	0%
All Students	150	104	69%	152	87	57%	154	102	66%

*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	82	58	4	3	4	3
Percent	53%	38%	3%	2%	3%	2%

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)
3	0	1	4

*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			3		10	
	Entered GED Program*			1		1	
	Total Noncompleters			4		11	
Students with Disabilities	Dropped Out			5		0	
	Entered GED Program*			1		0	
	Total Noncompleters			6		0	
All Students	Dropped Out	5	0.8%	8	1.2%	10	1.6%
	Entered GED Program*	4	0.6%	2	0.3%	1	0.2%
	Total Noncompleters	9	1.4%	10	1.5%	11	1.7%

*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		0	19
	Number of Students with Disabilities		0	1
	Number of All Students		0	20
	Percent of Enrollment		0%	3%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	35	94%	40	93%	25	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	103	98%	121	93%	125	98%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	7	100%	0	0%	6	50%

(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	1	#	7	71%	2	#
Science	1	#	7	29%	1	#
Reading	0	0%	5	60%	1	#
Writing	1	#	5	80%	1	#
Global Studies	1	#	4	#	1	#
U.S. Hist & Gov't	6	67%	2	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	73%	1	#	15	67%
Science	3	#	1	#	6	50%
Reading	0	0%	1	#	6	33%
Writing	1	#	1	#	0	0%
Global Studies	5	60%	0	0%	8	50%
U.S. Hist & Gov't	7	86%	0	0%	7	29%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	163	174	152	13	1	11
Number Scoring 55–100	158	163	146	9	#	8
Number Scoring 65–100	137	149	136	3	#	7
Number Scoring 85–100	41	69	76	0	#	1
Percentage of Tested Scoring 55–100	97%	94%	96%	69%	#	73%
Percentage of Tested Scoring 65–100	84%	86%	89%	23%	#	64%
Percentage of Tested Scoring 85–100	25%	40%	50%	0%	#	9%
Mathematics A						
Number Tested	0	5	167	0	0	2
Number Scoring 55–100	0	2	158	0	0	#
Number Scoring 65–100	0	1	150	0	0	#
Number Scoring 85–100	0	0	65	0	0	#
Percentage of Tested Scoring 55–100	0%	40%	95%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	20%	90%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	39%	0%	0%	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	185	156	163	16	0	6
Number Scoring 55–100	178	146	149	12	0	3
Number Scoring 65–100	162	136	130	9	0	1
Number Scoring 85–100	68	42	70	1	0	0
Percentage of Tested Scoring 55–100	96%	94%	91%	75%	0%	50%
Percentage of Tested Scoring 65–100	88%	87%	80%	56%	0%	17%
Percentage of Tested Scoring 85–100	37%	27%	43%	6%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	161	176	172	13	2	11
Number Scoring 55–100	152	166	163	8	#	9
Number Scoring 65–100	137	138	149	5	#	8
Number Scoring 85–100	70	57	77	0	#	4
Percentage of Tested Scoring 55–100	94%	94%	95%	62%	#	82%
Percentage of Tested Scoring 65–100	85%	78%	87%	38%	#	73%
Percentage of Tested Scoring 85–100	43%	32%	45%	0%	#	36%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	117	134	129	0	0	2
Number Scoring 55–100	117	133	129	0	0	#
Number Scoring 65–100	116	133	129	0	0	#
Number Scoring 85–100	51	61	58	0	0	#
Percentage of Tested Scoring 55–100	100%	99%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	99%	99%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	44%	46%	45%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	140	134	138	9	0	2
Number Scoring 55–100	133	131	136	7	0	#
Number Scoring 65–100	120	127	131	5	0	#
Number Scoring 85–100	49	75	69	2	0	#
Percentage of Tested Scoring 55–100	95%	98%	99%	78%	0%	#
Percentage of Tested Scoring 65–100	86%	95%	95%	56%	0%	#
Percentage of Tested Scoring 85–100	35%	56%	50%	22%	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		105	105		0	2
Number Scoring 55–100		102	102		0	#
Number Scoring 65–100		83	90		0	#
Number Scoring 85–100		16	24		0	#
Percentage of Tested Scoring 55–100		97%	97%		0%	#
Percentage of Tested Scoring 65–100		79%	86%		0%	#
Percentage of Tested Scoring 85–100		15%	23%		0%	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	20	31	25	1	0	0
Number Scoring 55–100	20	31	25	#	0	0
Number Scoring 65–100	19	31	25	#	0	0
Number Scoring 85–100	15	14	20	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	95%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	75%	45%	80%	#	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	70	58	62	0	0	2
Number Scoring 55–100	70	58	62	0	0	#
Number Scoring 65–100	70	57	62	0	0	#
Number Scoring 85–100	54	43	48	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	98%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	77%	74%	77%	0%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	112	176	25	1	1	1
Number Scoring 55–100	109	162	21	#	#	#
Number Scoring 65–100	107	142	17	#	#	#
Number Scoring 85–100	62	62	4	#	#	#
Percentage of Tested Scoring 55–100	97%	92%	84%	#	#	#
Percentage of Tested Scoring 65–100	96%	81%	68%	#	#	#
Percentage of Tested Scoring 85–100	55%	35%	16%	#	#	#
Sequential Mathematics, Course III						
Number Tested	92	98	110	0	0	2
Number Scoring 55–100	89	97	106	0	0	#
Number Scoring 65–100	87	92	104	0	0	#
Number Scoring 85–100	54	62	59	0	0	#
Percentage of Tested Scoring 55–100	97%	99%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	94%	95%	0%	0%	#
Percentage of Tested Scoring 85–100	59%	63%	54%	0%	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	65	98%	70	93%	53	100%
Students with Disabilities	13	100%	2	#	5	80%

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
Nov 2002	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 2003	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
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

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	159	159	159	6	6	6	165	165	165
Number Scoring 55–64	14	18	10	0	1	1	14	19	11
Number Scoring 65–84	77	84	77	3	2	0	80	86	77
Number Scoring 85–100	68	54	66	0	0	0	68	54	66
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)