

# New York State School Report Card Comprehensive Information Report

BEDS Code: 67-04-01-04-0001  
 Name: Letchworth Senior High School  
 Principal: Thomas F. Kelleher

Grade Range : 9-12

## 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	118	116	94
Tenth	113	104	119
Eleventh	121	122	101
Twelfth	111	106	110
Ungraded Secondary	0	0	0
Total K-12 Enrollment	463	448	424

## 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	2	0.4%	4	0.9%	2	0.5%
Black (Not Hispanic)	1	0.2%	2	0.4%	1	0.2%
Hispanic	3	0.6%	1	0.2%	0	0.0%
White (Not Hispanic)	457	98.7%	441	98.4%	421	99.3%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
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	21
Social Studies Grade 8	0	0	0
English Grade 10	19	17	22
Mathematics Grade 10	22	15	21
Science Grade 10	20	14	16
Social Studies Grade 10	23	23	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
49	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 lower 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	28	6.0%	64	14.3%	25	5.9%

### 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		97.3%		95.4%		97.4%
Student Suspensions	25	5.4%	22	4.8%	31	6.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.0%	8.5%	6.1%
Public Assistance	21-30%	31-40%	31-40%
Student Stability	100%	97%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	33
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	1

\*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	91	57	63%	89	58	65%	95	55	58%
Students with Disabilities	11	2	18%	15	2	13%	11	1	9%
All Students	102	59	58%	104	60	58%	106	56	53%

\*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	34	69	1	1	0	1
Percent	32%	65%	1%	1%	0%	1%

## 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)
11	1	0	11

\*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			0		8	
	Entered GED Program*			0		0	
	Total Noncompleters			0		8	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			0		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	17	3.7%	2	0.4%	9	2.1%
	Entered GED Program*	5	1.1%	0	0.0%	0	0.0%
	Total Noncompleters	22	4.8%	2	0.4%	9	2.1%

\*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	173
	Number of Students with Disabilities		0	69
	Number of All Students		0	242
	Percent of Enrollment		0%	57%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	1	#	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	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	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%

(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	#	0	0%	2	#
Science	2	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	95%	2	#	13	85%
Science	10	100%	15	80%	6	100%
Reading	2	#	0	0%	6	83%
Writing	2	#	0	0%	0	0%
Global Studies	5	80%	4	#	6	17%
U.S. Hist & Gov't	5	100%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	106	113	103	13	12	14
Number Scoring 55–100	106	110	95	13	12	10
Number Scoring 65–100	97	100	87	9	11	6
Number Scoring 85–100	47	58	37	2	4	0
Percentage of Tested Scoring 55–100	100%	97%	92%	100%	100%	71%
Percentage of Tested Scoring 65–100	92%	88%	84%	69%	92%	43%
Percentage of Tested Scoring 85–100	44%	51%	36%	15%	33%	0%
<b>Mathematics A</b>						
Number Tested	0	66	90	0	3	6
Number Scoring 55–100	0	54	81	0	#	6
Number Scoring 65–100	0	42	74	0	#	6
Number Scoring 85–100	0	12	14	0	#	0
Percentage of Tested Scoring 55–100	0%	82%	90%	0%	#	100%
Percentage of Tested Scoring 65–100	0%	64%	82%	0%	#	100%
Percentage of Tested Scoring 85–100	0%	18%	16%	0%	#	0%
<b>Mathematics B (first administered June 2001)</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	124	102	115	18	14	16
Number Scoring 55–100	120	100	105	16	13	12
Number Scoring 65–100	112	89	95	16	12	9
Number Scoring 85–100	44	24	39	4	0	2
Percentage of Tested Scoring 55–100	97%	98%	91%	89%	93%	75%
Percentage of Tested Scoring 65–100	90%	87%	83%	89%	86%	56%
Percentage of Tested Scoring 85–100	35%	24%	34%	22%	0%	12%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	115	116	94	18	11	14
Number Scoring 55–100	101	113	94	12	11	14
Number Scoring 65–100	90	107	92	9	10	12
Number Scoring 85–100	33	46	50	0	3	3
Percentage of Tested Scoring 55–100	88%	97%	100%	67%	100%	100%
Percentage of Tested Scoring 65–100	78%	92%	98%	50%	91%	86%
Percentage of Tested Scoring 85–100	29%	40%	53%	0%	27%	21%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	108	78	100	16	4	11
Number Scoring 55–100	107	78	99	15	#	10
Number Scoring 65–100	102	78	96	14	#	7
Number Scoring 85–100	30	33	46	0	#	2
Percentage of Tested Scoring 55–100	99%	100%	99%	94%	#	91%
Percentage of Tested Scoring 65–100	94%	100%	96%	88%	#	64%
Percentage of Tested Scoring 85–100	28%	42%	46%	0%	#	18%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	80	122	88	4	17	8
Number Scoring 55–100	74	117	86	#	15	8
Number Scoring 65–100	66	114	80	#	15	5
Number Scoring 85–100	28	43	36	#	0	1
Percentage of Tested Scoring 55–100	93%	96%	98%	#	88%	100%
Percentage of Tested Scoring 65–100	82%	93%	91%	#	88%	62%
Percentage of Tested Scoring 85–100	35%	35%	41%	#	0%	12%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		52	45		0	0
Number Scoring 55–100		51	42		0	0
Number Scoring 65–100		46	31		0	0
Number Scoring 85–100		18	12		0	0
Percentage of Tested Scoring 55–100		98%	93%		0%	0%
Percentage of Tested Scoring 65–100		88%	69%		0%	0%
Percentage of Tested Scoring 85–100		35%	27%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	65	47	33	0	0	0
Number Scoring 55–100	65	47	33	0	0	0
Number Scoring 65–100	63	47	32	0	0	0
Number Scoring 85–100	40	15	22	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	32%	67%	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	35	9	9	0	0	0
Number Scoring 55–100	35	9	9	0	0	0
Number Scoring 65–100	35	9	8	0	0	0
Number Scoring 85–100	28	7	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	80%	78%	89%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	77	70	4	6	5	0
Number Scoring 55–100	67	68	#	3	5	0
Number Scoring 65–100	61	65	#	2	4	0
Number Scoring 85–100	29	22	#	0	1	0
Percentage of Tested Scoring 55–100	87%	97%	#	50%	100%	0%
Percentage of Tested Scoring 65–100	79%	93%	#	33%	80%	0%
Percentage of Tested Scoring 85–100	38%	31%	#	0%	20%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	53	39	36	2	0	0
Number Scoring 55–100	49	37	33	#	0	0
Number Scoring 65–100	46	33	31	#	0	0
Number Scoring 85–100	25	27	20	#	0	0
Percentage of Tested Scoring 55–100	92%	95%	92%	#	0%	0%
Percentage of Tested Scoring 65–100	87%	85%	86%	#	0%	0%
Percentage of Tested Scoring 85–100	47%	69%	56%	#	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	48	100%	27	100%	52	87%
Students with Disabilities	16	94%	21	95%	12	58%

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
<b>Nov 2002</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 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%

(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
<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

## 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	92	92	92	10	10	10	102	102	102
Number Scoring 55–64	5	3	4	0	1	0	5	4	4
Number Scoring 65–84	45	45	50	5	5	7	50	50	57
Number Scoring 85–100	40	40	36	2	1	0	42	41	36
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)