

# New York State District Report Card Comprehensive Information Report

BEDS Code: 14-26-01-03-0000

Name: Kenmore-Tonawanda Union Free School District

Superintendent: Mr. Steven A. Achramovitch

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	252	216
Kindergarten	591	611	583
First	668	594	605
Second	572	629	592
Third	660	588	641
Fourth	679	650	590
Fifth	670	686	648
Sixth	679	681	674
Ungraded Elementary	172	166	139
Seventh	665	665	678
Eighth	651	626	651
Ninth	804	741	729
Tenth	754	839	778
Eleventh	740	735	769
Twelfth	703	727	714
Ungraded Secondary	150	158	93
Total K-12 Enrollment	9158	9096	8884

## 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	107	1.2%	145	1.6%	116	1.3%
Black (Not Hispanic)	232	2.5%	222	2.4%	265	3.0%
Hispanic	108	1.2%	88	1.0%	128	1.4%
White (Not Hispanic)	8711	95.1%	8641	95.0%	8375	94.3%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	20	19
Common Branch	20	20	20
English Grade 8	17	17	20
Mathematics Grade 8	17	17	21
Science Grade 8	18	18	22
Social Studies Grade 8	18	17	21
English Grade 10	22	23	23
Mathematics Grade 10	24	23	21
Science Grade 10	22	21	22
Social Studies Grade 10	23	24	23

(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
NA	NA

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	28	0.3%	44	0.5%	57	0.6%
Eligible for Free Lunch	1346	14.7%	1199	13.2%	1212	13.6%

### 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		95.0%		95.0%		95.4%
Student Suspensions	357	3.9%	375	4.1%	270	3.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.2%	8.5%	8.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	680
Total Other Professional Staff	151
Total Paraprofessionals	160
Teaching Out of Certification*	15
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	554	505	91%	571	454	80%	566	425	75%
Students with Disabilities	49	31	63%	53	8	15%	57	9	16%
All Students	603	536	89%	624	462	74%	623	434	70%

\*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	602	18	0	0	3	0
Percent	97%	3%	0%	0%	0%	0%

## 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)
57	9	7	64

\*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			16		13	
	Entered GED Program*			65		34	
	Total Noncompleters			81		47	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			3		2	
	Total Noncompleters			3		2	
All Students	Dropped Out	41	1.3%	16	0.5%	13	0.4%
	Entered GED Program*	181	5.9%	68	2.2%	36	1.2%
	Total Noncompleters	222	7.2%	84	2.7%	49	1.6%

\*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		41%	15%
2-3		41%	16%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		289	184
	Number of Students with Disabilities		69	22
	Number of All Students		358	206
	Percent of Enrollment		26%	16%
6-8	Number of General-Education Students		1296	1630
	Number of Students with Disabilities		116	373
	Number of All Students		1412	2003
	Percent of Enrollment		69%	98%
9-12	Number of General-Education Students		316	1499
	Number of Students with Disabilities		8	181
	Number of All Students		324	1680
	Percent of Enrollment		10%	55%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	250	94%	78	91%	81	16%
German	46	50%	4	#	42	26%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	319	91%	123	96%	58	83%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	15	73%	6	83%	3	#
German	1	#	0	0%	2	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	56	77%	18	78%	10	70%

(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	7	86%	2	#	0	0%
Science	16	56%	2	#	0	0%
Reading	4	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	8	75%	0	0%	0	0%
U.S. Hist & Gov't	27	89%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	33	88%	53	87%	0	0%
Science	15	60%	38	66%	0	0%
Reading	21	71%	38	95%	0	0%
Writing	26	65%	45	91%	0	0%
Global Studies	24	62%	39	72%	0	0%
U.S. Hist & Gov't	29	66%	12	92%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	717	653	703	73	46	83
Number Scoring 55–100	690	617	339	49	22	29
Number Scoring 65–100	649	560	308	34	13	18
Number Scoring 85–100	213	267	134	0	1	4
Percentage of Tested Scoring 55–100	96%	94%	48%	67%	48%	35%
Percentage of Tested Scoring 65–100	91%	86%	44%	47%	28%	22%
Percentage of Tested Scoring 85–100	30%	41%	19%	0%	2%	5%
<b>Mathematics A</b>						
Number Tested	845	850	1107	122	58	110
Number Scoring 55–100	631	709	615	41	29	38
Number Scoring 65–100	514	572	512	25	18	29
Number Scoring 85–100	142	206	145	5	3	5
Percentage of Tested Scoring 55–100	75%	83%	56%	34%	50%	35%
Percentage of Tested Scoring 65–100	61%	67%	46%	20%	31%	26%
Percentage of Tested Scoring 85–100	17%	24%	13%	4%	5%	5%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	113	308	0	0	6
Number Scoring 55–100	0	113	65	0	0	0
Number Scoring 65–100	0	110	59	0	0	0
Number Scoring 85–100	0	40	20	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	21%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	97%	19%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	35%	6%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	757	655	737	71	64	88
Number Scoring 55–100	725	616	395	55	39	38
Number Scoring 65–100	684	570	366	37	27	32
Number Scoring 85–100	253	187	138	8	5	5
Percentage of Tested Scoring 55–100	96%	94%	54%	77%	61%	43%
Percentage of Tested Scoring 65–100	90%	87%	50%	52%	42%	36%
Percentage of Tested Scoring 85–100	33%	29%	19%	11%	8%	6%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	693	602	635	81	52	82
Number Scoring 55–100	630	574	323	56	40	42
Number Scoring 65–100	565	518	312	28	22	37
Number Scoring 85–100	263	166	149	2	4	15
Percentage of Tested Scoring 55–100	91%	95%	51%	69%	77%	51%
Percentage of Tested Scoring 65–100	82%	86%	49%	35%	42%	45%
Percentage of Tested Scoring 85–100	38%	28%	23%	2%	8%	18%

(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	677	367	639	51	29	65
Number Scoring 55–100	650	362	360	46	28	30
Number Scoring 65–100	626	354	352	39	26	30
Number Scoring 85–100	151	111	115	3	4	7
Percentage of Tested Scoring 55–100	96%	99%	56%	90%	97%	46%
Percentage of Tested Scoring 65–100	92%	96%	55%	76%	90%	46%
Percentage of Tested Scoring 85–100	22%	30%	18%	6%	14%	11%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	764	417	392	88	43	60
Number Scoring 55–100	679	377	98	59	34	6
Number Scoring 65–100	594	351	85	42	27	5
Number Scoring 85–100	222	110	50	5	3	1
Percentage of Tested Scoring 55–100	89%	90%	25%	67%	79%	10%
Percentage of Tested Scoring 65–100	78%	84%	22%	48%	63%	8%
Percentage of Tested Scoring 85–100	29%	26%	13%	6%	7%	2%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		162	300		3	12
Number Scoring 55–100		158	158		#	11
Number Scoring 65–100		131	129		#	9
Number Scoring 85–100		15	20		#	1
Percentage of Tested Scoring 55–100		98%	53%		#	92%
Percentage of Tested Scoring 65–100		81%	43%		#	75%
Percentage of Tested Scoring 85–100		9%	7%		#	8%
<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	126	208	170	3	4	4
Number Scoring 55–100	126	206	88	#	#	#
Number Scoring 65–100	125	201	88	#	#	#
Number Scoring 85–100	61	74	49	#	#	#
Percentage of Tested Scoring 55–100	100%	99%	52%	#	#	#
Percentage of Tested Scoring 65–100	99%	97%	52%	#	#	#
Percentage of Tested Scoring 85–100	48%	36%	29%	#	#	#
<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	86	79	42	1	0	2
Number Scoring 55–100	86	76	26	#	0	#
Number Scoring 65–100	85	68	25	#	0	#
Number Scoring 85–100	50	23	8	#	0	#
Percentage of Tested Scoring 55–100	100%	96%	62%	#	0%	#
Percentage of Tested Scoring 65–100	99%	86%	60%	#	0%	#
Percentage of Tested Scoring 85–100	58%	29%	19%	#	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	237	60	244	4	0	9
Number Scoring 55–100	230	59	154	#	0	8
Number Scoring 65–100	225	58	150	#	0	7
Number Scoring 85–100	166	40	76	#	0	3
Percentage of Tested Scoring 55–100	97%	98%	63%	#	0%	89%
Percentage of Tested Scoring 65–100	95%	97%	61%	#	0%	78%
Percentage of Tested Scoring 85–100	70%	67%	31%	#	0%	33%
<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	149	16	0	4	2	0
Number Scoring 55–100	114	16	0	#	#	0
Number Scoring 65–100	99	12	0	#	#	0
Number Scoring 85–100	21	2	0	#	#	0
Percentage of Tested Scoring 55–100	77%	100%	0%	#	#	0%
Percentage of Tested Scoring 65–100	66%	75%	0%	#	#	0%
Percentage of Tested Scoring 85–100	14%	12%	0%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	467	57	0	8	0	0
Number Scoring 55–100	428	56	0	7	0	0
Number Scoring 65–100	402	56	0	5	0	0
Number Scoring 85–100	214	49	0	0	0	0
Percentage of Tested Scoring 55–100	92%	98%	0%	88%	0%	0%
Percentage of Tested Scoring 65–100	86%	98%	0%	62%	0%	0%
Percentage of Tested Scoring 85–100	46%	86%	0%	0%	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	203	100%	212	96%	93	0%
Students with Disabilities	32	94%	45	91%	26	0%

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	571	0%	4%	66%	30%
	Students with Disabilities	96	8%	23%	64%	5%
	All Students	667	1%	7%	66%	26%

### 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	596	0%	19%	64%	17%
	Students with Disabilities	122	6%	49%	43%	2%
	All Students	718	1%	24%	61%	14%

(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	625	625	625	74	74	74	699	699	699
Number Scoring 55–64	9	29	32	6	21	4	15	50	36
Number Scoring 65–84	169	325	296	14	21	19	183	346	315
Number Scoring 85–100	112	163	121	3	4	3	115	167	124
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)