

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-26-01-03-0026
 Name: Kenmore West Senior High School
 Principal: Douglas Smith

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	446	422	415
Tenth	417	464	447
Eleventh	432	402	420
Twelfth	396	422	398
Ungraded Secondary	40	0	0
Total K-12 Enrollment	1731	1710	1680

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	8	0.5%	19	1.1%	21	1.3%
Black (Not Hispanic)	33	1.9%	29	1.7%	30	1.8%
Hispanic	15	0.9%	13	0.8%	30	1.8%
White (Not Hispanic)	1675	96.8%	1649	96.4%	1599	95.2%

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	20
Social Studies Grade 8	0	0	0
English Grade 10	22	22	22
Mathematics Grade 10	25	22	21
Science Grade 10	21	20	22
Social Studies Grade 10	23	23	22

(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	5	0.3%	11	0.6%	8	0.5%
Eligible for Free Lunch	145	8.4%	124	7.2%	164	9.8%

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		91.5%		91.4%		93.4%
Student Suspensions	155	9.0%	171	9.9%	105	6.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.4%	5.1%	6.4%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	95%	92%	89%

Staff Counts

Staff	2002–2003
Total Teachers	117
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	310	310	100%	327	264	81%	294	224	76%
Students with Disabilities	28	28	100%	34	6	18%	38	8	21%
All Students	338	338	100%	361	270	75%	332	232	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	326	6	0	0	0	0
Percent	98%	2%	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)
38	8	4	42

*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			2		8	
	Entered GED Program*			34		11	
	Total Noncompleters			36		19	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		2	
	Total Noncompleters			0		2	
All Students	Dropped Out	27	1.6%	2	0.1%	8	0.5%
	Entered GED Program*	141	8.1%	34	2.0%	13	0.8%
	Total Noncompleters	168	9.7%	36	2.1%	21	1.3%

*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		16	1499
	Number of Students with Disabilities		8	181
	Number of All Students		24	1680
	Percent of Enrollment		1%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	65	94%	17	76%
German	1	#	0	0%	11	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	114	96%	58	83%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	6	83%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	17	82%	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	14	50%	2	#	0	0%
Reading	4	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	6	67%	0	0%	0	0%
U.S. Hist & Gov't	18	83%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	53	87%	0	0%
Science	4	#	32	59%	0	0%
Reading	3	#	27	96%	0	0%
Writing	7	14%	33	88%	0	0%
Global Studies	8	75%	13	77%	0	0%
U.S. Hist & Gov't	8	50%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	428	355	378	40	33	51
Number Scoring 55–100	411	330	339	26	14	29
Number Scoring 65–100	379	295	308	16	9	18
Number Scoring 85–100	131	134	134	0	1	4
Percentage of Tested Scoring 55–100	96%	93%	90%	65%	42%	57%
Percentage of Tested Scoring 65–100	89%	83%	81%	40%	27%	35%
Percentage of Tested Scoring 85–100	31%	38%	35%	0%	3%	8%
Mathematics A						
Number Tested	553	468	486	94	46	45
Number Scoring 55–100	401	358	426	34	22	32
Number Scoring 65–100	324	278	360	24	15	27
Number Scoring 85–100	82	86	112	5	3	5
Percentage of Tested Scoring 55–100	73%	76%	88%	36%	48%	71%
Percentage of Tested Scoring 65–100	59%	59%	74%	26%	33%	60%
Percentage of Tested Scoring 85–100	15%	18%	23%	5%	7%	11%
Mathematics B (first administered June 2001)						
Number Tested	0	65	59	0	0	0
Number Scoring 55–100	0	65	55	0	0	0
Number Scoring 65–100	0	62	51	0	0	0
Number Scoring 85–100	0	18	19	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	95%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	28%	32%	0%	0%	0%
Global History and Geography						
Number Tested	433	385	404	39	43	49
Number Scoring 55–100	411	362	372	31	31	35
Number Scoring 65–100	387	338	348	21	26	30
Number Scoring 85–100	136	111	138	4	4	5
Percentage of Tested Scoring 55–100	95%	94%	92%	79%	72%	71%
Percentage of Tested Scoring 65–100	89%	88%	86%	54%	60%	61%
Percentage of Tested Scoring 85–100	31%	29%	34%	10%	9%	10%
U.S. History and Government (first administered June 2001)						
Number Tested	400	322	325	47	40	44
Number Scoring 55–100	358	301	322	34	33	42
Number Scoring 65–100	324	267	311	17	20	37
Number Scoring 85–100	159	71	149	1	3	15
Percentage of Tested Scoring 55–100	90%	93%	99%	72%	82%	95%
Percentage of Tested Scoring 65–100	81%	83%	96%	36%	50%	84%
Percentage of Tested Scoring 85–100	40%	22%	46%	2%	7%	34%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	364	366	357	15	29	30
Number Scoring 55–100	342	361	354	15	28	29
Number Scoring 65–100	324	353	346	14	26	29
Number Scoring 85–100	74	110	114	3	4	7
Percentage of Tested Scoring 55–100	94%	99%	99%	100%	97%	97%
Percentage of Tested Scoring 65–100	89%	96%	97%	93%	90%	97%
Percentage of Tested Scoring 85–100	20%	30%	32%	20%	14%	23%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	411	417	94	56	43	4
Number Scoring 55–100	361	377	82	36	34	#
Number Scoring 65–100	329	351	70	29	27	#
Number Scoring 85–100	126	110	49	4	3	#
Percentage of Tested Scoring 55–100	88%	90%	87%	64%	79%	#
Percentage of Tested Scoring 65–100	80%	84%	74%	52%	63%	#
Percentage of Tested Scoring 85–100	31%	26%	52%	7%	7%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		162	172		3	11
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%	92%		#	100%
Percentage of Tested Scoring 65–100		81%	75%		#	82%
Percentage of Tested Scoring 85–100		9%	12%		#	9%
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	77	145	88	1	4	3
Number Scoring 55–100	77	144	88	#	#	#
Number Scoring 65–100	76	140	88	#	#	#
Number Scoring 85–100	36	57	49	#	#	#
Percentage of Tested Scoring 55–100	100%	99%	100%	#	#	#
Percentage of Tested Scoring 65–100	99%	97%	100%	#	#	#
Percentage of Tested Scoring 85–100	47%	39%	56%	#	#	#
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	25	30	28	1	0	1
Number Scoring 55–100	25	28	26	#	0	#
Number Scoring 65–100	25	25	25	#	0	#
Number Scoring 85–100	14	4	8	#	0	#
Percentage of Tested Scoring 55–100	100%	93%	93%	#	0%	#
Percentage of Tested Scoring 65–100	100%	83%	89%	#	0%	#
Percentage of Tested Scoring 85–100	56%	13%	29%	#	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	140	0	157	3	0	8
Number Scoring 55–100	133	0	154	#	0	8
Number Scoring 65–100	128	0	150	#	0	7
Number Scoring 85–100	87	0	76	#	0	3
Percentage of Tested Scoring 55–100	95%	0%	98%	#	0%	100%
Percentage of Tested Scoring 65–100	91%	0%	96%	#	0%	88%
Percentage of Tested Scoring 85–100	62%	0%	48%	#	0%	38%
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	98	0	0	3	0	0
Number Scoring 55–100	66	0	0	#	0	0
Number Scoring 65–100	55	0	0	#	0	0
Number Scoring 85–100	11	0	0	#	0	0
Percentage of Tested Scoring 55–100	67%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	56%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	11%	0%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	262	0	0	4	0	0
Number Scoring 55–100	230	0	0	#	0	0
Number Scoring 65–100	209	0	0	#	0	0
Number Scoring 85–100	99	0	0	#	0	0
Percentage of Tested Scoring 55–100	88%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	80%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	38%	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	89	100%	141	99%	0	0%
Students with Disabilities	16	94%	35	91%	0	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
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	341	341	341	50	50	50	391	391	391
Number Scoring 55–64	5	18	26	0	13	0	5	31	26
Number Scoring 65–84	15	180	133	3	17	5	18	197	138
Number Scoring 85–100	4	71	17	0	3	1	4	74	18
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)