

New York State District Report Card Comprehensive Information Report

BEDS Code: 14-28-01-06-0000

Name: West Seneca Central School District

Superintendent: James K. Brotz

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	508	552	466
First	529	507	533
Second	518	528	496
Third	593	522	501
Fourth	564	578	526
Fifth	584	561	616
Sixth	557	599	579
Ungraded Elementary	82	148	130
Seventh	538	595	645
Eighth	607	538	593
Ninth	603	568	556
Tenth	592	592	605
Eleventh	617	554	630
Twelfth	585	581	598
Ungraded Secondary	264	221	163
Total K-12 Enrollment	7741	7644	7637

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	72	0.9%	80	1.0%	73	1.0%
Black (Not Hispanic)	66	0.9%	87	1.1%	73	1.0%
Hispanic	46	0.6%	51	0.7%	47	0.6%
White (Not Hispanic)	7557	97.6%	7426	97.1%	7444	97.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	21	18
Common Branch	22	22	22
English Grade 8	21	19	19
Mathematics Grade 8	21	19	19
Science Grade 8	21	20	18
Social Studies Grade 8	21	20	20
English Grade 10	20	18	22
Mathematics Grade 10	21	25	21
Science Grade 10	21	20	19
Social Studies Grade 10	20	19	21

(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	43	0.6%	45	0.6%	51	0.7%
Eligible for Free Lunch	972	12.6%	814	10.7%	969	12.7%

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		95.8%		94.6%		94.8%
Student Suspensions	303	3.9%	248	3.2%	290	3.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.6%	8.0%	8.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	591
Total Other Professional Staff	72
Total Paraprofessionals	135
Teaching Out of Certification*	8
Teachers with Temporary Licenses	2

*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	505	396	78%	496	406	82%	492	403	82%
Students with Disabilities	58	9	16%	56	11	20%	58	14	24%
All Students	563	405	72%	552	417	76%	550	417	76%

*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	261	175	13	25	23	53
Percent	47%	32%	2%	5%	4%	10%

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)
58	14	8	66

*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			64		44	
	Entered GED Program*			16		20	
	Total Noncompleters			80		64	
Students with Disabilities	Dropped Out			13		15	
	Entered GED Program*			10		3	
	Total Noncompleters			23		18	
All Students	Dropped Out	29	1.1%	77	3.1%	59	2.4%
	Entered GED Program*	23	0.9%	26	1.1%	23	0.9%
	Total Noncompleters	52	2.0%	103	4.2%	82	3.3%

*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		13%	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		995	975
	Number of Students with Disabilities		174	160
	Number of All Students		1169	1135
	Percent of Enrollment		48%	45%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	119	95%	159	92%	144	95%
German	32	66%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	30	90%
Spanish	363	89%	390	90%	422	93%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	7	43%	14	57%	11	73%
German	3	#	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	40	42%	33	67%	49	73%

(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%	5	100%	1	#
Science	8	50%	7	86%	2	#
Reading	2	#	2	#	1	#
Writing	2	#	2	#	0	0%
Global Studies	11	73%	2	#	4	#
U.S. Hist & Gov't	35	74%	11	73%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	64%	68	78%	58	84%
Science	29	41%	81	62%	56	61%
Reading	2	#	6	83%	7	86%
Writing	2	#	5	100%	3	#
Global Studies	23	48%	29	62%	46	52%
U.S. Hist & Gov't	28	46%	30	73%	22	64%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	615	605	624	61	64	84
Number Scoring 55–100	601	563	585	54	43	61
Number Scoring 65–100	556	502	549	31	30	52
Number Scoring 85–100	146	207	200	2	1	0
Percentage of Tested Scoring 55–100	98%	93%	94%	89%	67%	73%
Percentage of Tested Scoring 65–100	90%	83%	88%	51%	47%	62%
Percentage of Tested Scoring 85–100	24%	34%	32%	3%	2%	0%
Mathematics A						
Number Tested	77	93	680	13	16	44
Number Scoring 55–100	68	59	645	10	11	41
Number Scoring 65–100	53	43	586	6	9	34
Number Scoring 85–100	7	8	117	0	0	5
Percentage of Tested Scoring 55–100	88%	63%	95%	77%	69%	93%
Percentage of Tested Scoring 65–100	69%	46%	86%	46%	56%	77%
Percentage of Tested Scoring 85–100	9%	9%	17%	0%	0%	11%
Mathematics B (first administered June 2001)						
Number Tested	0	1	14	0	0	0
Number Scoring 55–100	0	#	9	0	0	0
Number Scoring 65–100	0	#	8	0	0	0
Number Scoring 85–100	0	#	3	0	0	0
Percentage of Tested Scoring 55–100	0%	#	64%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	57%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	21%	0%	0%	0%
Global History and Geography						
Number Tested	653	641	750	74	78	112
Number Scoring 55–100	635	592	670	64	46	67
Number Scoring 65–100	590	521	594	47	24	47
Number Scoring 85–100	178	127	193	1	0	3
Percentage of Tested Scoring 55–100	97%	92%	89%	86%	59%	60%
Percentage of Tested Scoring 65–100	90%	81%	79%	64%	31%	42%
Percentage of Tested Scoring 85–100	27%	20%	26%	1%	0%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	600	644	670	64	68	69
Number Scoring 55–100	531	613	646	40	54	54
Number Scoring 65–100	471	512	598	31	36	45
Number Scoring 85–100	179	131	263	2	2	5
Percentage of Tested Scoring 55–100	89%	95%	96%	62%	79%	78%
Percentage of Tested Scoring 65–100	79%	80%	89%	48%	53%	65%
Percentage of Tested Scoring 85–100	30%	20%	39%	3%	3%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	509	584	583	33	56	67
Number Scoring 55–100	506	581	576	32	56	63
Number Scoring 65–100	494	566	548	29	52	50
Number Scoring 85–100	92	183	161	1	3	3
Percentage of Tested Scoring 55–100	99%	99%	99%	97%	100%	94%
Percentage of Tested Scoring 65–100	97%	97%	94%	88%	93%	75%
Percentage of Tested Scoring 85–100	18%	31%	28%	3%	5%	4%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	647	744	576	78	93	41
Number Scoring 55–100	575	696	546	43	63	36
Number Scoring 65–100	495	637	515	25	37	31
Number Scoring 85–100	187	229	203	1	3	3
Percentage of Tested Scoring 55–100	89%	94%	95%	55%	68%	88%
Percentage of Tested Scoring 65–100	77%	86%	89%	32%	40%	76%
Percentage of Tested Scoring 85–100	29%	31%	35%	1%	3%	7%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		269	282		3	2
Number Scoring 55–100		258	260		#	#
Number Scoring 65–100		185	183		#	#
Number Scoring 85–100		11	31		#	#
Percentage of Tested Scoring 55–100		96%	92%		#	#
Percentage of Tested Scoring 65–100		69%	65%		#	#
Percentage of Tested Scoring 85–100		4%	11%		#	#
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	106	110	80	0	1	1
Number Scoring 55–100	100	105	78	0	#	#
Number Scoring 65–100	91	101	77	0	#	#
Number Scoring 85–100	39	39	40	0	#	#
Percentage of Tested Scoring 55–100	94%	95%	97%	0%	#	#
Percentage of Tested Scoring 65–100	86%	92%	96%	0%	#	#
Percentage of Tested Scoring 85–100	37%	35%	50%	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	24	27	24	0	0	1
Number Scoring 55–100	22	27	24	0	0	#
Number Scoring 65–100	22	26	23	0	0	#
Number Scoring 85–100	9	6	11	0	0	#
Percentage of Tested Scoring 55–100	92%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	92%	96%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	38%	22%	46%	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	216	212	300	4	1	5
Number Scoring 55–100	214	209	297	#	#	5
Number Scoring 65–100	210	208	289	#	#	5
Number Scoring 85–100	133	118	169	#	#	2
Percentage of Tested Scoring 55–100	99%	99%	99%	#	#	100%
Percentage of Tested Scoring 65–100	97%	98%	96%	#	#	100%
Percentage of Tested Scoring 85–100	62%	56%	56%	#	#	40%
Comprehensive Latin						
Number Tested	20	12	19	0	1	0
Number Scoring 55–100	20	12	19	0	#	0
Number Scoring 65–100	18	12	19	0	#	0
Number Scoring 85–100	8	4	9	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	90%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	40%	33%	47%	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	678	722	139	30	29	6
Number Scoring 55–100	553	598	107	22	23	5
Number Scoring 65–100	485	520	90	15	18	3
Number Scoring 85–100	166	169	11	1	2	1
Percentage of Tested Scoring 55–100	82%	83%	77%	73%	79%	83%
Percentage of Tested Scoring 65–100	72%	72%	65%	50%	62%	50%
Percentage of Tested Scoring 85–100	24%	23%	8%	3%	7%	17%
Sequential Mathematics, Course III						
Number Tested	351	323	353	3	2	3
Number Scoring 55–100	318	313	324	#	#	#
Number Scoring 65–100	296	299	310	#	#	#
Number Scoring 85–100	149	177	140	#	#	#
Percentage of Tested Scoring 55–100	91%	97%	92%	#	#	#
Percentage of Tested Scoring 65–100	84%	93%	88%	#	#	#
Percentage of Tested Scoring 85–100	42%	55%	40%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	349	99%	346	99%	224	96%
Students with Disabilities	59	86%	80	89%	34	76%

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	550	1%	9%	70%	19%
	Students with Disabilities	77	16%	30%	53%	1%
	All Students	627	3%	12%	68%	17%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	507	0%	21%	68%	11%
	Students with Disabilities	94	5%	65%	29%	1%
	All Students	601	1%	28%	62%	9%

(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	2	0	#	#	#	#
Middle Level						
Social Studies	2	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	511	511	511	72	72	72	583	583	583
Number Scoring 55–64	11	34	6	12	12	4	23	46	10
Number Scoring 65–84	315	333	327	42	33	45	357	366	372
Number Scoring 85–100	172	121	167	1	1	1	173	122	168
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)