

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-28-01-06-0016

Grade Range : 9-12

Name: West Seneca East Senior High School

Principal: Renee Goshin

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	291	257	243
Tenth	263	270	268
Eleventh	285	258	281
Twelfth	262	268	271
Ungraded Secondary	55	47	26
Total K-12 Enrollment	1156	1100	1089

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	15	1.3%	16	1.5%	17	1.6%
Black (Not Hispanic)	13	1.1%	14	1.3%	12	1.1%
Hispanic	6	0.5%	7	0.6%	9	0.8%
White (Not Hispanic)	1122	97.1%	1063	96.6%	1051	96.5%

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	0
Social Studies Grade 8	0	0	0
English Grade 10	20	17	21
Mathematics Grade 10	22	25	22
Science Grade 10	20	17	19
Social Studies Grade 10	18	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
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	12	1.0%	6	0.5%	14	1.3%
Eligible for Free Lunch	81	7.0%	75	6.8%	67	6.1%

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%		95.7%		95.2%
Student Suspensions	141	12.2%	90	7.8%	112	10.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.3%	7.3%	6.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	97%	96%

Staff Counts

Staff	2002–2003
Total Teachers	78
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	234	186	79%	231	182	79%	236	191	81%
Students with Disabilities	16	1	6%	24	6	25%	31	5	16%
All Students	250	187	75%	255	188	74%	267	196	73%

*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	126	82	7	16	10	26
Percent	47%	31%	3%	6%	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)
31	5	1	32

*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			33		9	
	Entered GED Program*			3		8	
	Total Noncompleters			36		17	
Students with Disabilities	Dropped Out			2		7	
	Entered GED Program*			0		0	
	Total Noncompleters			2		7	
All Students	Dropped Out	12	1.0%	35	3.2%	16	1.5%
	Entered GED Program*	3	0.3%	3	0.3%	8	0.7%
	Total Noncompleters	15	1.3%	38	3.5%	24	2.2%

*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		897	930
	Number of Students with Disabilities		156	133
	Number of All Students		1053	1063
	Percent of Enrollment		96%	98%

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%	11	91%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	0	0%	21	95%	4	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	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%	2	#	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	5	100%	5	100%	0	0%
Science	2	#	6	83%	0	0%
Reading	2	#	2	#	0	0%
Writing	2	#	2	#	0	0%
Global Studies	9	67%	2	#	3	#
U.S. Hist & Gov't	11	100%	6	67%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	75%	24	96%	3	#
Science	11	55%	39	74%	12	67%
Reading	0	0%	2	#	3	#
Writing	0	0%	2	#	1	#
Global Studies	13	38%	25	60%	17	76%
U.S. Hist & Gov't	4	#	21	86%	11	64%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	264	288	276	20	31	31
Number Scoring 55–100	261	278	266	20	26	27
Number Scoring 65–100	246	250	252	15	18	24
Number Scoring 85–100	67	120	96	1	1	0
Percentage of Tested Scoring 55–100	99%	97%	96%	100%	84%	87%
Percentage of Tested Scoring 65–100	93%	87%	91%	75%	58%	77%
Percentage of Tested Scoring 85–100	25%	42%	35%	5%	3%	0%
Mathematics A						
Number Tested	0	9	314	0	2	14
Number Scoring 55–100	0	7	301	0	#	12
Number Scoring 65–100	0	1	279	0	#	11
Number Scoring 85–100	0	0	45	0	#	2
Percentage of Tested Scoring 55–100	0%	78%	96%	0%	#	86%
Percentage of Tested Scoring 65–100	0%	11%	89%	0%	#	79%
Percentage of Tested Scoring 85–100	0%	0%	14%	0%	#	14%
Mathematics B (first administered June 2001)						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
Global History and Geography						
Number Tested	295	291	329	34	33	41
Number Scoring 55–100	284	266	306	27	16	26
Number Scoring 65–100	267	237	279	20	10	20
Number Scoring 85–100	82	69	103	1	0	1
Percentage of Tested Scoring 55–100	96%	91%	93%	79%	48%	63%
Percentage of Tested Scoring 65–100	91%	81%	85%	59%	30%	49%
Percentage of Tested Scoring 85–100	28%	24%	31%	3%	0%	2%
U.S. History and Government (first administered June 2001)						
Number Tested	280	291	292	27	29	28
Number Scoring 55–100	262	274	283	26	21	22
Number Scoring 65–100	245	228	270	24	15	19
Number Scoring 85–100	83	62	123	2	1	1
Percentage of Tested Scoring 55–100	94%	94%	97%	96%	72%	79%
Percentage of Tested Scoring 65–100	88%	78%	92%	89%	52%	68%
Percentage of Tested Scoring 85–100	30%	21%	42%	7%	3%	4%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	232	264	244	16	14	18
Number Scoring 55–100	231	262	242	15	14	17
Number Scoring 65–100	227	257	232	15	13	14
Number Scoring 85–100	49	98	61	1	1	1
Percentage of Tested Scoring 55–100	100%	99%	99%	94%	100%	94%
Percentage of Tested Scoring 65–100	98%	97%	95%	94%	93%	78%
Percentage of Tested Scoring 85–100	21%	37%	25%	6%	7%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	294	335	253	29	51	14
Number Scoring 55–100	267	312	244	15	33	12
Number Scoring 65–100	238	281	231	9	19	9
Number Scoring 85–100	99	96	99	0	2	2
Percentage of Tested Scoring 55–100	91%	93%	96%	52%	65%	86%
Percentage of Tested Scoring 65–100	81%	84%	91%	31%	37%	64%
Percentage of Tested Scoring 85–100	34%	29%	39%	0%	4%	14%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		117	113		0	1
Number Scoring 55–100		111	110		0	#
Number Scoring 65–100		70	85		0	#
Number Scoring 85–100		4	22		0	#
Percentage of Tested Scoring 55–100		95%	97%		0%	#
Percentage of Tested Scoring 65–100		60%	75%		0%	#
Percentage of Tested Scoring 85–100		3%	19%		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	39	50	39	0	0	0
Number Scoring 55–100	38	50	39	0	0	0
Number Scoring 65–100	35	50	39	0	0	0
Number Scoring 85–100	20	29	24	0	0	0
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	51%	58%	62%	0%	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	6	16	13	0	0	1
Number Scoring 55–100	6	16	13	0	0	#
Number Scoring 65–100	6	16	13	0	0	#
Number Scoring 85–100	3	4	8	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	50%	25%	62%	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	104	112	142	1	0	0
Number Scoring 55–100	104	109	139	#	0	0
Number Scoring 65–100	102	109	138	#	0	0
Number Scoring 85–100	63	68	83	#	0	0
Percentage of Tested Scoring 55–100	100%	97%	98%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	97%	97%	#	0%	0%
Percentage of Tested Scoring 85–100	61%	61%	58%	#	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	317	365	92	14	20	5
Number Scoring 55–100	261	284	66	12	14	4
Number Scoring 65–100	228	227	52	10	12	2
Number Scoring 85–100	77	61	5	1	2	1
Percentage of Tested Scoring 55–100	82%	78%	72%	86%	70%	80%
Percentage of Tested Scoring 65–100	72%	62%	57%	71%	60%	40%
Percentage of Tested Scoring 85–100	24%	17%	5%	7%	10%	20%
Sequential Mathematics, Course III						
Number Tested	142	153	176	1	0	2
Number Scoring 55–100	134	150	165	#	0	#
Number Scoring 65–100	126	146	154	#	0	#
Number Scoring 85–100	58	78	62	#	0	#
Percentage of Tested Scoring 55–100	94%	98%	94%	#	0%	#
Percentage of Tested Scoring 65–100	89%	95%	88%	#	0%	#
Percentage of Tested Scoring 85–100	41%	51%	35%	#	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	162	99%	145	100%	91	97%
Students with Disabilities	25	80%	33	91%	12	83%

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	230	230	230	36	36	36	266	266	266
Number Scoring 55–64	4	14	3	3	6	2	7	20	5
Number Scoring 65–84	137	150	134	22	14	21	159	164	155
Number Scoring 85–100	82	59	88	1	0	1	83	59	89
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)