

New York State School Report Card Comprehensive Information Report

BEDS Code: 42-01-01-06-0009
 Name: West Genesee Senior High School
 Principal: Barry W. Copeland

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	430	422	407
Tenth	453	430	424
Eleventh	420	429	408
Twelfth	384	405	408
Ungraded Secondary	14	0	12
Total K-12 Enrollment	1701	1686	1659

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	17	1.0%	8	0.5%	10	0.6%
Black (Not Hispanic)	19	1.1%	18	1.1%	15	0.9%
Hispanic	5	0.3%	5	0.3%	9	0.5%
White (Not Hispanic)	1660	97.6%	1655	98.2%	1625	98.0%

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	24	24	25
Mathematics Grade 10	23	29	24
Science Grade 10	21	22	22
Social Studies Grade 10	24	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
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	5	0.3%	5	0.3%	24	1.5%
Eligible for Free Lunch	45	2.6%	50	3.0%	68	4.1%

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		94.8%		95.4%		94.9%
Student Suspensions	156	9.4%	109	6.4%	142	8.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.4%	2.9%	2.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	99%	100%

Staff Counts

Staff	2002–2003
Total Teachers	118
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	7
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	342	299	87%	367	329	90%	357	322	90%
Students with Disabilities	30	10	33%	23	6	26%	28	11	39%
All Students	372	309	83%	390	335	86%	385	333	86%

*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	213	140	2	6	19	5
Percent	55%	36%	1%	2%	5%	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)
28	11	7	35

*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			22		38	
	Entered GED Program*			2		7	
	Total Noncompleters			24		45	
Students with Disabilities	Dropped Out			3		4	
	Entered GED Program*			0		0	
	Total Noncompleters			3		4	
All Students	Dropped Out	39	2.3%	25	1.5%	42	2.5%
	Entered GED Program*	0	0.0%	2	0.1%	7	0.4%
	Total Noncompleters	39	2.3%	27	1.6%	49	3.0%

*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	378
	Number of Students with Disabilities		0	46
	Number of All Students		0	424
	Percent of Enrollment		0%	26%

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%	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%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	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	0	0%	0	0%	2	#
Science	9	100%	0	0%	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	14	93%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	92%	5	60%	36	78%
Science	7	57%	9	78%	23	52%
Reading	17	82%	9	89%	11	73%
Writing	16	81%	9	89%	11	91%
Global Studies	10	90%	0	0%	7	57%
U.S. Hist & Gov't	2	#	4	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	408	408	424	25	27	29
Number Scoring 55–100	401	391	411	19	17	26
Number Scoring 65–100	384	358	380	12	9	21
Number Scoring 85–100	159	154	211	0	1	2
Percentage of Tested Scoring 55–100	98%	96%	97%	76%	63%	90%
Percentage of Tested Scoring 65–100	94%	88%	90%	48%	33%	72%
Percentage of Tested Scoring 85–100	39%	38%	50%	0%	4%	7%
Mathematics A						
Number Tested	0	24	489	0	1	46
Number Scoring 55–100	0	7	408	0	#	21
Number Scoring 65–100	0	2	360	0	#	11
Number Scoring 85–100	0	0	84	0	#	0
Percentage of Tested Scoring 55–100	0%	29%	83%	0%	#	46%
Percentage of Tested Scoring 65–100	0%	8%	74%	0%	#	24%
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	#	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	441	407	410	33	24	36
Number Scoring 55–100	436	401	394	30	22	31
Number Scoring 65–100	425	395	382	24	20	28
Number Scoring 85–100	247	234	241	10	5	9
Percentage of Tested Scoring 55–100	99%	99%	96%	91%	92%	86%
Percentage of Tested Scoring 65–100	96%	97%	93%	73%	83%	78%
Percentage of Tested Scoring 85–100	56%	57%	59%	30%	21%	25%
U.S. History and Government (first administered June 2001)						
Number Tested	401	419	426	26	26	29
Number Scoring 55–100	393	408	418	23	23	27
Number Scoring 65–100	373	381	406	17	17	23
Number Scoring 85–100	246	161	246	4	2	3
Percentage of Tested Scoring 55–100	98%	97%	98%	88%	88%	93%
Percentage of Tested Scoring 65–100	93%	91%	95%	65%	65%	79%
Percentage of Tested Scoring 85–100	61%	38%	58%	15%	8%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	413	388	417	21	24	27
Number Scoring 55–100	411	387	410	20	24	24
Number Scoring 65–100	409	383	397	19	24	21
Number Scoring 85–100	158	151	167	1	2	2
Percentage of Tested Scoring 55–100	100%	100%	98%	95%	100%	89%
Percentage of Tested Scoring 65–100	99%	99%	95%	90%	100%	78%
Percentage of Tested Scoring 85–100	38%	39%	40%	5%	8%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	424	455	401	26	40	28
Number Scoring 55–100	402	434	381	19	33	19
Number Scoring 65–100	388	403	356	15	22	15
Number Scoring 85–100	230	202	191	4	4	4
Percentage of Tested Scoring 55–100	95%	95%	95%	73%	82%	68%
Percentage of Tested Scoring 65–100	92%	89%	89%	58%	55%	54%
Percentage of Tested Scoring 85–100	54%	44%	48%	15%	10%	14%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		371	423		10	16
Number Scoring 55–100		362	415		10	16
Number Scoring 65–100		300	356		5	12
Number Scoring 85–100		36	67		0	1
Percentage of Tested Scoring 55–100		98%	98%		100%	100%
Percentage of Tested Scoring 65–100		81%	84%		50%	75%
Percentage of Tested Scoring 85–100		10%	16%		0%	6%
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	52	61	64	0	4	3
Number Scoring 55–100	50	61	64	0	#	#
Number Scoring 65–100	50	61	64	0	#	#
Number Scoring 85–100	27	37	49	0	#	#
Percentage of Tested Scoring 55–100	96%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	96%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	52%	61%	77%	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	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 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	317	287	244	5	5	11
Number Scoring 55–100	313	286	242	5	5	11
Number Scoring 65–100	310	282	241	4	5	11
Number Scoring 85–100	238	183	156	3	1	2
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	98%	99%	80%	100%	100%
Percentage of Tested Scoring 85–100	75%	64%	64%	60%	20%	18%
Comprehensive Latin						
Number Tested	33	11	0	0	1	0
Number Scoring 55–100	33	11	0	0	#	0
Number Scoring 65–100	33	11	0	0	#	0
Number Scoring 85–100	26	9	0	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	79%	82%	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	537	545	513	14	35	43
Number Scoring 55–100	487	446	416	11	24	18
Number Scoring 65–100	448	384	356	11	18	9
Number Scoring 85–100	217	160	78	1	7	0
Percentage of Tested Scoring 55–100	91%	82%	81%	79%	69%	42%
Percentage of Tested Scoring 65–100	83%	70%	69%	79%	51%	21%
Percentage of Tested Scoring 85–100	40%	29%	15%	7%	20%	0%
Sequential Mathematics, Course III						
Number Tested	325	388	411	4	8	14
Number Scoring 55–100	300	335	366	#	7	13
Number Scoring 65–100	273	312	336	#	6	11
Number Scoring 85–100	154	148	133	#	0	4
Percentage of Tested Scoring 55–100	92%	86%	89%	#	88%	93%
Percentage of Tested Scoring 65–100	84%	80%	82%	#	75%	79%
Percentage of Tested Scoring 85–100	47%	38%	32%	#	0%	29%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	66	100%	47	98%	43	100%
Students with Disabilities	7	86%	6	100%	10	80%

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	382	382	382	35	35	35	417	417	417
Number Scoring 55–64	1	4	4	3	5	1	4	9	5
Number Scoring 65–84	139	201	165	16	15	18	155	216	183
Number Scoring 85–100	233	154	206	5	2	3	238	156	209
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)