

New York State School Report Card Comprehensive Information Report

BEDS Code: 45-06-07-04-0002
 Name: Kendall Junior-Senior High School
 Principal: Ty Zinkiewich

Grade Range : 7-12

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	96	121	98
Eighth	94	93	97
Ninth	82	103	105
Tenth	91	71	81
Eleventh	94	84	70
Twelfth	77	88	79
Ungraded Secondary	22	8	7
Total K-12 Enrollment	556	568	537

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	9	1.6%	8	1.4%	7	1.3%
Black (Not Hispanic)	10	1.8%	10	1.8%	11	2.0%
Hispanic	10	1.8%	11	1.9%	11	2.0%
White (Not Hispanic)	527	94.8%	539	94.9%	508	94.6%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	26	24	20
Mathematics Grade 8	24	19	17
Science Grade 8	27	23	18
Social Studies Grade 8	26	23	20
English Grade 10	24	24	21
Mathematics Grade 10	21	19	23
Science Grade 10	17	16	18
Social Studies Grade 10	20	25	28

(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	3	0.5%	3	0.5%	4	0.7%
Eligible for Free Lunch	54	9.7%	46	8.1%	58	10.8%

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		95.0%		94.6%		94.9%
Student Suspensions	36	6.6%	36	6.5%	70	12.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.0%	8.5%	7.1%
Public Assistance	1-10%	21-30%	11-20%
Student Stability	96%	99%	100%

Staff Counts

Staff	2002–2003
Total Teachers	44
Total Other Professional Staff	5
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	64	48	75%	65	47	72%	74	53	72%
Students with Disabilities	9	0	0%	9	4	44%	6	0	0%
All Students	73	48	66%	74	51	69%	80	53	66%

*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	30	27	4	1	18	0
Percent	38%	34%	5%	1%	23%	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)
6	0	1	7

*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			1		1	
	Entered GED Program*			3		4	
	Total Noncompleters			4		5	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		3	
	Total Noncompleters			0		3	
All Students	Dropped Out	1	0.3%	1	0.3%	1	0.3%
	Entered GED Program*	11	3.1%	3	0.9%	7	2.1%
	Total Noncompleters	12	3.4%	4	1.1%	8	2.4%

*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		56	0
	Number of Students with Disabilities		0	0
	Number of All Students		56	0
	Percent of Enrollment		16%	0%

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%	80	94%

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%	4	#

(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%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	0%	2	#	10	100%
Science	3	#	4	#	1	#
Reading	13	54%	9	89%	7	71%
Writing	3	#	10	80%	7	86%
Global Studies	4	#	3	#	4	#
U.S. Hist & Gov't	4	#	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	87	80	70	10	7	8
Number Scoring 55–100	85	77	66	9	5	5
Number Scoring 65–100	76	72	63	7	3	4
Number Scoring 85–100	21	39	27	1	0	0
Percentage of Tested Scoring 55–100	98%	96%	94%	90%	71%	62%
Percentage of Tested Scoring 65–100	87%	90%	90%	70%	43%	50%
Percentage of Tested Scoring 85–100	24%	49%	39%	10%	0%	0%
Mathematics A						
Number Tested	0	0	63	0	0	9
Number Scoring 55–100	0	0	56	0	0	4
Number Scoring 65–100	0	0	46	0	0	4
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	89%	0%	0%	44%
Percentage of Tested Scoring 65–100	0%	0%	73%	0%	0%	44%
Percentage of Tested Scoring 85–100	0%	0%	5%	0%	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	82	71	77	9	7	6
Number Scoring 55–100	80	69	76	7	5	6
Number Scoring 65–100	79	67	67	7	4	3
Number Scoring 85–100	40	18	28	1	0	0
Percentage of Tested Scoring 55–100	98%	97%	99%	78%	71%	100%
Percentage of Tested Scoring 65–100	96%	94%	87%	78%	57%	50%
Percentage of Tested Scoring 85–100	49%	25%	36%	11%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	86	83	74	12	6	8
Number Scoring 55–100	80	83	71	9	6	6
Number Scoring 65–100	70	74	67	8	3	5
Number Scoring 85–100	28	31	29	1	0	1
Percentage of Tested Scoring 55–100	93%	100%	96%	75%	100%	75%
Percentage of Tested Scoring 65–100	81%	89%	91%	67%	50%	62%
Percentage of Tested Scoring 85–100	33%	37%	39%	8%	0%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	69	64	65	3	2	2
Number Scoring 55–100	69	63	64	#	#	#
Number Scoring 65–100	69	61	62	#	#	#
Number Scoring 85–100	17	13	22	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	98%	#	#	#
Percentage of Tested Scoring 65–100	100%	95%	95%	#	#	#
Percentage of Tested Scoring 85–100	25%	20%	34%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	64	82	79	0	8	6
Number Scoring 55–100	61	80	78	0	6	6
Number Scoring 65–100	55	77	74	0	4	6
Number Scoring 85–100	21	41	37	0	0	0
Percentage of Tested Scoring 55–100	95%	98%	99%	0%	75%	100%
Percentage of Tested Scoring 65–100	86%	94%	94%	0%	50%	100%
Percentage of Tested Scoring 85–100	33%	50%	47%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		48	58		1	1
Number Scoring 55–100		45	51		#	#
Number Scoring 65–100		36	32		#	#
Number Scoring 85–100		5	6		#	#
Percentage of Tested Scoring 55–100		94%	88%		#	#
Percentage of Tested Scoring 65–100		75%	55%		#	#
Percentage of Tested Scoring 85–100		10%	10%		#	#
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	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 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	40	43	47	0	0	0
Number Scoring 55–100	40	42	47	0	0	0
Number Scoring 65–100	40	42	45	0	0	0
Number Scoring 85–100	27	31	24	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	98%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	68%	72%	51%	0%	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	103	81	26	4	2	1
Number Scoring 55–100	85	62	22	#	#	#
Number Scoring 65–100	76	47	20	#	#	#
Number Scoring 85–100	30	21	3	#	#	#
Percentage of Tested Scoring 55–100	83%	77%	85%	#	#	#
Percentage of Tested Scoring 65–100	74%	58%	77%	#	#	#
Percentage of Tested Scoring 85–100	29%	26%	12%	#	#	#
Sequential Mathematics, Course III						
Number Tested	64	63	58	1	1	1
Number Scoring 55–100	60	60	49	#	#	#
Number Scoring 65–100	60	59	44	#	#	#
Number Scoring 85–100	38	30	20	#	#	#
Percentage of Tested Scoring 55–100	94%	95%	84%	#	#	#
Percentage of Tested Scoring 65–100	94%	94%	76%	#	#	#
Percentage of Tested Scoring 85–100	59%	48%	34%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	10	90%	6	100%	2	#
Students with Disabilities	7	86%	3	#	3	#

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	89	0%	30%	63%	7%
	Students with Disabilities	9	0%	56%	44%	0%
	All Students	98	0%	33%	61%	6%

(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	71	71	71	6	6	6	77	77	77
Number Scoring 55–64	0	4	1	1	1	1	1	5	2
Number Scoring 65–84	29	34	38	4	4	4	33	38	42
Number Scoring 85–100	42	33	32	0	0	0	42	33	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)