

New York State District Report Card Comprehensive Information Report

BEDS Code: 14-26-01-03-0000
 Name: Kenmore-Tonawanda Union Free School District
 Superintendent: Steven A. Achramovitch

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	252	216	234
Kindergarten	611	583	589
First	594	605	567
Second	629	592	616
Third	588	641	579
Fourth	650	590	633
Fifth	686	648	605
Sixth	681	674	647
Ungraded Elementary	166	139	138
Seventh	665	678	699
Eighth	626	651	639
Ninth	741	729	763
Tenth	839	778	695
Eleventh	735	769	724
Twelfth	727	714	776
Ungraded Secondary	158	93	129
Total K-12 Enrollment	9096	8884	8799

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	145	1.6%	116	1.3%	115	1.3%
Black (Not Hispanic)	222	2.4%	265	3.0%	333	3.8%
Hispanic	88	1.0%	128	1.4%	130	1.5%
White (Not Hispanic)	8641	95.0%	8375	94.3%	8221	93.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	19	20
Common Branch	20	20	20
English Grade 8	17	20	17
Mathematics Grade 8	17	21	18
Science Grade 8	18	22	19
Social Studies Grade 8	17	21	19
English Grade 10	23	23	24
Mathematics Grade 10	23	21	19
Science Grade 10	21	22	21
Social Studies Grade 10	24	23	24

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	44	0.5%	57	0.6%	58	0.6%
Eligible for Free Lunch	1199	13.2%	1212	13.6%	1289	14.7%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		95.4%		95.6%
Student Suspensions	375	4.1%	270	3.0%	347	3.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.5%	8.7%	8.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	652
Total Other Professional Staff	164
Total Paraprofessionals	157
Teaching Out of Certification*	6

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	571	454	80%	566	425	75%	595	459	77%
Students with Disabilities	53	8	15%	57	9	16%	78	26	33%
All Students	624	462	74%	623	434	70%	673	485	72%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	424	172	17	15	14	31
Percent	63%	26%	3%	2%	2%	5%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
78	26	7	85

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	16		13		6	0.2%
	Entered GED Program*	65		34		59	2.4%
	Total Noncompleters	81		47		65	2.6%
Students with Disabilities	Dropped Out	0		0		5	1.0%
	Entered GED Program*	3		2		18	3.5%
	Total Noncompleters	3		2		23	4.4%
All Students	Dropped Out	16	0.5%	13	0.4%	11	0.4%
	Entered GED Program*	68	2.2%	36	1.2%	77	2.5%
	Total Noncompleters	84	2.7%	49	1.6%	88	2.9%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	41%	15%	0%
2-3	41%	16%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	289	184	0
	Number of Students with Disabilities	69	22	0
	Number of All Students	358	206	0
	Percent of Enrollment	26%	16%	0%
6-8	Number of General-Education Students	1296	1630	1876
	Number of Students with Disabilities	116	373	234
	Number of All Students	1412	2003	2110
	Percent of Enrollment	69%	98%	100%
9-12	Number of General-Education Students	316	1499	1452
	Number of Students with Disabilities	8	181	237
	Number of All Students	324	1680	1689
	Percent of Enrollment	10%	55%	55%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	78	91%	81	16%	185	94%
German	4	#	42	26%	109	92%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	123	96%	58	83%	323	89%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	83%	3	#	27	75%
German	0	0%	2	#	20	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	18	78%	10	70%	73	56%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	3	#
Science	2	#	0	0%	2	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	53	87%	0	0%	139	84%
Science	38	66%	0	0%	94	56%
Reading	38	95%	0	0%	55	82%
Writing	45	91%	0	0%	54	85%
Global Studies	39	72%	0	0%	33	39%
U.S. Hist & Gov't	12	92%	0	0%	10	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	653	703	743	46	83	99
Number Scoring 55-100	617	339	717	22	29	79
Number Scoring 65-100	560	308	671	13	18	62
Number Scoring 85-100	267	134	327	1	4	4
Percentage of Tested Scoring 55-100	94%	48%	97%	48%	35%	80%
Percentage of Tested Scoring 65-100	86%	44%	90%	28%	22%	63%
Percentage of Tested Scoring 85-100	41%	19%	44%	2%	5%	4%
Mathematics A						
Number Tested	850	1107	653	58	110	98
Number Scoring 55-100	709	615	638	29	38	90
Number Scoring 65-100	572	512	587	18	29	73
Number Scoring 85-100	206	145	191	3	5	5
Percentage of Tested Scoring 55-100	83%	56%	98%	50%	35%	92%
Percentage of Tested Scoring 65-100	67%	46%	90%	31%	26%	74%
Percentage of Tested Scoring 85-100	24%	13%	29%	5%	5%	5%
Mathematics B						
Number Tested	113	308	402	0	6	13
Number Scoring 55-100	113	65	338	0	0	12
Number Scoring 65-100	110	59	286	0	0	8
Number Scoring 85-100	40	20	61	0	0	1
Percentage of Tested Scoring 55-100	100%	21%	84%	0%	0%	92%
Percentage of Tested Scoring 65-100	97%	19%	71%	0%	0%	62%
Percentage of Tested Scoring 85-100	35%	6%	15%	0%	0%	8%
Global History and Geography						
Number Tested	655	737	684	64	88	114
Number Scoring 55-100	616	395	621	39	38	80
Number Scoring 65-100	570	366	556	27	32	64
Number Scoring 85-100	187	138	191	5	5	11
Percentage of Tested Scoring 55-100	94%	54%	91%	61%	43%	70%
Percentage of Tested Scoring 65-100	87%	50%	81%	42%	36%	56%
Percentage of Tested Scoring 85-100	29%	19%	28%	8%	6%	10%
U.S. History and Government						
Number Tested	602	635	663	52	82	84
Number Scoring 55-100	574	323	643	40	42	72
Number Scoring 65-100	518	312	608	22	37	57
Number Scoring 85-100	166	149	338	4	15	17
Percentage of Tested Scoring 55-100	95%	51%	97%	77%	51%	86%
Percentage of Tested Scoring 65-100	86%	49%	92%	42%	45%	68%
Percentage of Tested Scoring 85-100	28%	23%	51%	8%	18%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	367	639	623	29	65	99
Number Scoring 55-100	362	360	601	28	30	81
Number Scoring 65-100	354	352	565	26	30	67
Number Scoring 85-100	111	115	144	4	7	5
Percentage of Tested Scoring 55-100	99%	56%	96%	97%	46%	82%
Percentage of Tested Scoring 65-100	96%	55%	91%	90%	46%	68%
Percentage of Tested Scoring 85-100	30%	18%	23%	14%	11%	5%
Physical Setting/Earth Science						
Number Tested	417	392	803	43	60	138
Number Scoring 55-100	377	98	683	34	6	72
Number Scoring 65-100	351	85	585	27	5	46
Number Scoring 85-100	110	50	188	3	1	7
Percentage of Tested Scoring 55-100	90%	25%	85%	79%	10%	52%
Percentage of Tested Scoring 65-100	84%	22%	73%	63%	8%	33%
Percentage of Tested Scoring 85-100	26%	13%	23%	7%	2%	5%
Physical Setting/Chemistry						
Number Tested	162	300	304	3	12	7
Number Scoring 55-100	158	158	296	#	11	7
Number Scoring 65-100	131	129	254	#	9	6
Number Scoring 85-100	15	20	51	#	1	1
Percentage of Tested Scoring 55-100	98%	53%	97%	#	92%	100%
Percentage of Tested Scoring 65-100	81%	43%	84%	#	75%	86%
Percentage of Tested Scoring 85-100	9%	7%	17%	#	8%	14%
Physical Setting/Physics						
Number Tested			59			3
Number Scoring 55-100			58			#
Number Scoring 65-100			51			#
Number Scoring 85-100			11			#
Percentage of Tested Scoring 55-100			98%			#
Percentage of Tested Scoring 65-100			86%			#
Percentage of Tested Scoring 85-100			19%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	208	170	111	4	4	4
Number Scoring 55-100	206	88	109	#	#	#
Number Scoring 65-100	201	88	108	#	#	#
Number Scoring 85-100	74	49	59	#	#	#
Percentage of Tested Scoring 55-100	99%	52%	98%	#	#	#
Percentage of Tested Scoring 65-100	97%	52%	97%	#	#	#
Percentage of Tested Scoring 85-100	36%	29%	53%	#	#	#
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	79	42	65	0	2	5
Number Scoring 55-100	76	26	62	0	#	4
Number Scoring 65-100	68	25	62	0	#	4
Number Scoring 85-100	23	8	37	0	#	3
Percentage of Tested Scoring 55-100	96%	62%	95%	0%	#	80%
Percentage of Tested Scoring 65-100	86%	60%	95%	0%	#	80%
Percentage of Tested Scoring 85-100	29%	19%	57%	0%	#	60%
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	60	244	221	0	9	5
Number Scoring 55-100	59	154	217	0	8	5
Number Scoring 65-100	58	150	216	0	7	5
Number Scoring 85-100	40	76	144	0	3	1
Percentage of Tested Scoring 55-100	98%	63%	98%	0%	89%	100%
Percentage of Tested Scoring 65-100	97%	61%	98%	0%	78%	100%
Percentage of Tested Scoring 85-100	67%	31%	65%	0%	33%	20%
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	57	0	0	0	0	0
Number Scoring 55-100	56	0	0	0	0	0
Number Scoring 65-100	56	0	0	0	0	0
Number Scoring 85-100	49	0	0	0	0	0
Percentage of Tested Scoring 55-100	98%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	98%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	86%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	212	96%	93	0%	29	97%
Students with Disabilities	45	91%	26	0%	20	60%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	531	2%	2%	58%	38%
	Students with Disabilities	100	26%	15%	52%	7%
	All Students	631	6%	4%	57%	33%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	566	0%	27%	58%	14%
	Students with Disabilities	145	12%	59%	27%	1%
	All Students	711	3%	34%	52%	12%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	5	0	0	0	1	4
Middle Level						
Social Studies	2	0	#	#	#	#
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	3	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

2000 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	626	626	626	100	100	100	726	726	726
Number Scoring 55–64	23	11	9	14	7	6	37	18	15
Number Scoring 65–84	326	248	336	42	53	66	368	301	402
Number Scoring 85–100	179	321	259	5	22	7	184	343	266
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			13			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			7			0
Proficient (37-39)			6			0
Reading and Writing (Grade K-1)						
Number Tested			13			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			3			0
Proficient (33-35)			7			0
Listening and Speaking (Grade 2-4)						
Number Tested			14			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			6			0
Proficient (37-39)			7			0
Reading and Writing (Grade 2-4)						
Number Tested			15			0
Beginning (0-14)			0			0
Intermediate (15-24)			11			0
Advanced (25-32)			4			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			4			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 5-6)						
Number Tested			4			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			9			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			2			#
Proficient (37-39)			6			#
Reading and Writing (Grade 7-8)						
Number Tested			9			1
Beginning (0-14)			0			#
Intermediate (15-24)			4			#
Advanced (25-32)			4			#
Proficient (33-35)			1			#
Listening and Speaking (Grade 9-12)						
Number Tested			9			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			2			#
Proficient (37-39)			6			#
Reading and Writing (Grade 9-12)						
Number Tested			9			1
Beginning (0-14)			0			#
Intermediate (15-24)			3			#
Advanced (25-32)			4			#
Proficient (33-35)			2			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)