

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-26-01-03-0026
 Name: Kenmore West Senior High School
 Principal: Douglas Smith

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	422	415	461
Tenth	464	447	402
Eleventh	402	420	418
Twelfth	422	398	429
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1710	1680	1710

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	19	1.1%	21	1.3%	21	1.2%
Black (Not Hispanic)	29	1.7%	30	1.8%	33	1.9%
Hispanic	13	0.8%	30	1.8%	20	1.2%
White (Not Hispanic)	1649	96.4%	1599	95.2%	1636	95.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	20	0
Social Studies Grade 8	0	0	0
English Grade 10	22	22	25
Mathematics Grade 10	22	21	18
Science Grade 10	20	22	21
Social Studies Grade 10	23	22	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	11	0.6%	8	0.5%	7	0.4%
Eligible for Free Lunch	124	7.3%	164	9.8%	132	7.7%

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		91.4%		93.4%		93.7%
Student Suspensions	171	9.9%	105	6.1%	119	7.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.2%	6.4%	6.0%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	92%	89%	94%

Staff Counts

Staff	2003-04
Total Teachers	100
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	327	264	81%	294	224	76%	328	247	75%
Students with Disabilities	34	6	18%	38	8	21%	48	18	38%
All Students	361	270	75%	332	232	70%	376	265	70%

*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	249	77	12	10	8	20
Percent	66%	20%	3%	3%	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)
48	18	3	51

*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	2		8		2	0.1%
	Entered GED Program*	34		11		27	1.9%
	Total Noncompleters	36		19		29	2.0%
Students with Disabilities	Dropped Out	0		0		3	1.1%
	Entered GED Program*	0		2		12	4.3%
	Total Noncompleters	0		2		15	5.3%
All Students	Dropped Out	2	0.1%	8	0.5%	5	0.3%
	Entered GED Program*	34	2.0%	13	0.8%	39	2.3%
	Total Noncompleters	36	2.1%	21	1.3%	44	2.6%

*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	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	16	1499	1452
	Number of Students with Disabilities	8	181	237
	Number of All Students	24	1680	1689
	Percent of Enrollment	1%	100%	99%

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; completer 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	65	94%	17	76%	15	73%
German	0	0%	11	100%	3	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	114	96%	58	83%	24	79%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	83%	1	#	2	#
German	0	0%	0	0%	5	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	17	82%	10	70%	5	20%

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%	88	82%
Science	32	59%	0	0%	85	58%
Reading	27	96%	0	0%	36	78%
Writing	33	88%	0	0%	37	78%
Global Studies	13	77%	0	0%	11	36%
U.S. Hist & Gov't	0	0%	0	0%	3	#

(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	355	378	409	33	51	57
Number Scoring 55-100	330	339	398	14	29	49
Number Scoring 65-100	295	308	373	9	18	39
Number Scoring 85-100	134	134	177	1	4	4
Percentage of Tested Scoring 55-100	93%	90%	97%	42%	57%	86%
Percentage of Tested Scoring 65-100	83%	81%	91%	27%	35%	68%
Percentage of Tested Scoring 85-100	38%	35%	43%	3%	8%	7%
Mathematics A						
Number Tested	468	486	379	46	45	59
Number Scoring 55-100	358	426	368	22	32	55
Number Scoring 65-100	278	360	331	15	27	43
Number Scoring 85-100	86	112	88	3	5	1
Percentage of Tested Scoring 55-100	76%	88%	97%	48%	71%	93%
Percentage of Tested Scoring 65-100	59%	74%	87%	33%	60%	73%
Percentage of Tested Scoring 85-100	18%	23%	23%	7%	11%	2%
Mathematics B						
Number Tested	65	59	249	0	0	10
Number Scoring 55-100	65	55	192	0	0	9
Number Scoring 65-100	62	51	149	0	0	5
Number Scoring 85-100	18	19	25	0	0	1
Percentage of Tested Scoring 55-100	100%	93%	77%	0%	0%	90%
Percentage of Tested Scoring 65-100	95%	86%	60%	0%	0%	50%
Percentage of Tested Scoring 85-100	28%	32%	10%	0%	0%	10%
Global History and Geography						
Number Tested	385	404	400	43	49	66
Number Scoring 55-100	362	372	368	31	35	51
Number Scoring 65-100	338	348	338	26	30	43
Number Scoring 85-100	111	138	120	4	5	7
Percentage of Tested Scoring 55-100	94%	92%	92%	72%	71%	77%
Percentage of Tested Scoring 65-100	88%	86%	84%	60%	61%	65%
Percentage of Tested Scoring 85-100	29%	34%	30%	9%	10%	11%
U.S. History and Government						
Number Tested	322	325	380	40	44	48
Number Scoring 55-100	301	322	368	33	42	40
Number Scoring 65-100	267	311	350	20	37	34
Number Scoring 85-100	71	149	196	3	15	11
Percentage of Tested Scoring 55-100	93%	99%	97%	82%	95%	83%
Percentage of Tested Scoring 65-100	83%	96%	92%	50%	84%	71%
Percentage of Tested Scoring 85-100	22%	46%	52%	7%	34%	23%

(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	366	357	362	29	30	55
Number Scoring 55-100	361	354	353	28	29	50
Number Scoring 65-100	353	346	334	26	29	43
Number Scoring 85-100	110	114	83	4	7	1
Percentage of Tested Scoring 55-100	99%	99%	98%	97%	97%	91%
Percentage of Tested Scoring 65-100	96%	97%	92%	90%	97%	78%
Percentage of Tested Scoring 85-100	30%	32%	23%	14%	23%	2%
Physical Setting/Earth Science						
Number Tested	417	94	500	43	4	84
Number Scoring 55-100	377	82	421	34	#	45
Number Scoring 65-100	351	70	349	27	#	27
Number Scoring 85-100	110	49	107	3	#	4
Percentage of Tested Scoring 55-100	90%	87%	84%	79%	#	54%
Percentage of Tested Scoring 65-100	84%	74%	70%	63%	#	32%
Percentage of Tested Scoring 85-100	26%	52%	21%	7%	#	5%
Physical Setting/Chemistry						
Number Tested	162	172	148	3	11	6
Number Scoring 55-100	158	158	145	#	11	6
Number Scoring 65-100	131	129	125	#	9	5
Number Scoring 85-100	15	20	20	#	1	1
Percentage of Tested Scoring 55-100	98%	92%	98%	#	100%	100%
Percentage of Tested Scoring 65-100	81%	75%	84%	#	82%	83%
Percentage of Tested Scoring 85-100	9%	12%	14%	#	9%	17%
Physical Setting/Physics						
Number Tested			30			2
Number Scoring 55-100			29			#
Number Scoring 65-100			26			#
Number Scoring 85-100			6			#
Percentage of Tested Scoring 55-100			97%			#
Percentage of Tested Scoring 65-100			87%			#
Percentage of Tested Scoring 85-100			20%			#

* 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	145	88	56	4	3	2
Number Scoring 55-100	144	88	55	#	#	#
Number Scoring 65-100	140	88	54	#	#	#
Number Scoring 85-100	57	49	26	#	#	#
Percentage of Tested Scoring 55-100	99%	100%	98%	#	#	#
Percentage of Tested Scoring 65-100	97%	100%	96%	#	#	#
Percentage of Tested Scoring 85-100	39%	56%	46%	#	#	#
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	30	28	38	0	1	3
Number Scoring 55-100	28	26	38	0	#	#
Number Scoring 65-100	25	25	38	0	#	#
Number Scoring 85-100	4	8	20	0	#	#
Percentage of Tested Scoring 55-100	93%	93%	100%	0%	#	#
Percentage of Tested Scoring 65-100	83%	89%	100%	0%	#	#
Percentage of Tested Scoring 85-100	13%	29%	53%	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	0	157	140	0	8	4
Number Scoring 55-100	0	154	136	0	8	#
Number Scoring 65-100	0	150	135	0	7	#
Number Scoring 85-100	0	76	85	0	3	#
Percentage of Tested Scoring 55-100	0%	98%	97%	0%	100%	#
Percentage of Tested Scoring 65-100	0%	96%	96%	0%	88%	#
Percentage of Tested Scoring 85-100	0%	48%	61%	0%	38%	#
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	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%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	141	99%	0	0%	29	97%
Students with Disabilities	35	91%	0	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	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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

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	327	327	327	52	52	52	379	379	379
Number Scoring 55–64	8	7	4	5	4	2	13	11	6
Number Scoring 65–84	174	132	181	27	24	35	201	156	216
Number Scoring 85–100	104	176	132	4	15	5	108	191	137
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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			5			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			2			#
Proficient (37-39)			3			#
Reading and Writing (Grade 9-12)						
Number Tested			5			1
Beginning (0-14)			0			#
Intermediate (15-24)			2			#
Advanced (25-32)			2			#
Proficient (33-35)			1			#

*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)