

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-28-01-06-0010
 Name: West Seneca West Senior High School
 Principal: John Macswan

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	309	312	323
Tenth	310	329	302
Eleventh	286	328	318
Twelfth	302	317	322
Ungraded Secondary	84	79	99
Total K-12 Enrollment	1291	1365	1364

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	4	0.3%	9	0.7%	6	0.4%
Black (Not Hispanic)	5	0.4%	9	0.7%	8	0.6%
Hispanic	2	0.2%	8	0.6%	12	0.9%
White (Not Hispanic)	1280	99.1%	1339	98.1%	1338	98.1%

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	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	23	25
Mathematics Grade 10	25	20	20
Science Grade 10	22	19	23
Social Studies Grade 10	20	20	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
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	13	1.0%	2	0.2%	0	0.0%
Eligible for Free Lunch	92	7.1%	110	8.1%	119	8.7%

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%		94.8%		94.1%
Student Suspensions	92	6.5%	104	8.1%	146	10.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.4%	5.8%	6.6%
Public Assistance	21-30%	21-30%	11-20%
Student Stability	96%	85%	98%

Staff Counts

Staff	2003-04
Total Teachers	98
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*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	265	224	85%	256	212	83%	271	240	89%
Students with Disabilities	32	5	16%	27	9	33%	28	9	32%
All Students	297	229	77%	283	221	78%	299	249	83%

*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	153	107	5	5	18	11
Percent	51%	36%	2%	2%	6%	4%

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)
28	9	11	39

*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	31		24		20	1.7%
	Entered GED Program*	13		12		26	2.2%
	Total Noncompleters	44		36		46	4.0%
Students with Disabilities	Dropped Out	11		7		5	2.1%
	Entered GED Program*	10		3		13	5.4%
	Total Noncompleters	21		10		18	7.5%
All Students	Dropped Out	42	3.3%	31	2.3%	25	1.8%
	Entered GED Program*	23	1.8%	15	1.1%	39	2.8%
	Total Noncompleters	65	5.0%	46	3.4%	64	4.6%

*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	96	39	1151
	Number of Students with Disabilities	10	23	213
	Number of All Students	106	62	1364
	Percent of Enrollment	8%	5%	100%

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	13	85%	18	89%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	2	#	0	0%
Spanish	57	70%	64	78%	50	60%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	60%	8	63%	3	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	1	#	2	#	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	5	80%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	44	68%	55	84%	56	45%
Science	42	50%	44	59%	31	55%
Reading	4	#	3	#	26	42%
Writing	3	#	2	#	25	80%
Global Studies	4	#	28	36%	39	33%
U.S. Hist & Gov't	9	44%	10	60%	15	40%

(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	317	348	350	33	53	50
Number Scoring 55-100	285	319	334	17	34	37
Number Scoring 65-100	252	297	308	12	28	24
Number Scoring 85-100	87	104	150	0	0	2
Percentage of Tested Scoring 55-100	90%	92%	95%	52%	64%	74%
Percentage of Tested Scoring 65-100	79%	85%	88%	36%	53%	48%
Percentage of Tested Scoring 85-100	27%	30%	43%	0%	0%	4%
Mathematics A						
Number Tested	84	365	478	14	29	34
Number Scoring 55-100	52	343	475	10	28	34
Number Scoring 65-100	42	306	460	9	22	32
Number Scoring 85-100	8	71	171	0	2	9
Percentage of Tested Scoring 55-100	62%	94%	99%	71%	97%	100%
Percentage of Tested Scoring 65-100	50%	84%	96%	64%	76%	94%
Percentage of Tested Scoring 85-100	10%	19%	36%	0%	7%	26%
Mathematics B						
Number Tested	1	13	10	0	0	7
Number Scoring 55-100	#	8	10	0	0	7
Number Scoring 65-100	#	7	9	0	0	7
Number Scoring 85-100	#	2	2	0	0	0
Percentage of Tested Scoring 55-100	#	62%	100%	0%	0%	100%
Percentage of Tested Scoring 65-100	#	54%	90%	0%	0%	100%
Percentage of Tested Scoring 85-100	#	15%	20%	0%	0%	0%
Global History and Geography						
Number Tested	350	421	392	45	71	76
Number Scoring 55-100	326	364	341	30	41	40
Number Scoring 65-100	284	315	306	14	27	33
Number Scoring 85-100	58	90	95	0	2	6
Percentage of Tested Scoring 55-100	93%	86%	87%	67%	58%	53%
Percentage of Tested Scoring 65-100	81%	75%	78%	31%	38%	43%
Percentage of Tested Scoring 85-100	17%	21%	24%	0%	3%	8%
U.S. History and Government						
Number Tested	353	378	364	39	41	45
Number Scoring 55-100	339	363	338	33	32	30
Number Scoring 65-100	284	328	312	21	26	26
Number Scoring 85-100	69	140	144	1	4	4
Percentage of Tested Scoring 55-100	96%	96%	93%	85%	78%	67%
Percentage of Tested Scoring 65-100	80%	87%	86%	54%	63%	58%
Percentage of Tested Scoring 85-100	20%	37%	40%	3%	10%	9%

(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	320	339	345	42	49	65
Number Scoring 55-100	319	334	338	42	46	60
Number Scoring 65-100	309	316	315	39	36	48
Number Scoring 85-100	85	100	83	2	2	1
Percentage of Tested Scoring 55-100	100%	99%	98%	100%	94%	92%
Percentage of Tested Scoring 65-100	97%	93%	91%	93%	73%	74%
Percentage of Tested Scoring 85-100	27%	29%	24%	5%	4%	2%
Physical Setting/Earth Science						
Number Tested	409	322	336	42	27	31
Number Scoring 55-100	384	301	311	30	24	23
Number Scoring 65-100	356	283	288	18	22	17
Number Scoring 85-100	133	103	95	1	1	4
Percentage of Tested Scoring 55-100	94%	93%	93%	71%	89%	74%
Percentage of Tested Scoring 65-100	87%	88%	86%	43%	81%	55%
Percentage of Tested Scoring 85-100	33%	32%	28%	2%	4%	13%
Physical Setting/Chemistry						
Number Tested	152	169	197	3	1	5
Number Scoring 55-100	147	150	176	#	#	3
Number Scoring 65-100	115	98	103	#	#	1
Number Scoring 85-100	7	9	8	#	#	0
Percentage of Tested Scoring 55-100	97%	89%	89%	#	#	60%
Percentage of Tested Scoring 65-100	76%	58%	52%	#	#	20%
Percentage of Tested Scoring 85-100	5%	5%	4%	#	#	0%
Physical Setting/Physics						
Number Tested			66			1
Number Scoring 55-100			62			#
Number Scoring 65-100			51			#
Number Scoring 85-100			6			#
Percentage of Tested Scoring 55-100			94%			#
Percentage of Tested Scoring 65-100			77%			#
Percentage of Tested Scoring 85-100			9%			#

* 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	60	41	49	1	1	3
Number Scoring 55-100	55	39	47	#	#	#
Number Scoring 65-100	51	38	45	#	#	#
Number Scoring 85-100	10	16	17	#	#	#
Percentage of Tested Scoring 55-100	92%	95%	96%	#	#	#
Percentage of Tested Scoring 65-100	85%	93%	92%	#	#	#
Percentage of Tested Scoring 85-100	17%	39%	35%	#	#	#
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	11	11	0	0	0	0
Number Scoring 55-100	11	11	0	0	0	0
Number Scoring 65-100	10	10	0	0	0	0
Number Scoring 85-100	2	3	0	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	91%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	18%	27%	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	100	158	164	1	5	3
Number Scoring 55-100	100	158	159	#	5	#
Number Scoring 65-100	99	151	148	#	5	#
Number Scoring 85-100	50	86	63	#	2	#
Percentage of Tested Scoring 55-100	100%	100%	97%	#	100%	#
Percentage of Tested Scoring 65-100	99%	96%	90%	#	100%	#
Percentage of Tested Scoring 85-100	50%	54%	38%	#	40%	#
Comprehensive Latin						
Number Tested	12	19	0	1	0	0
Number Scoring 55-100	12	19	0	#	0	0
Number Scoring 65-100	12	19	0	#	0	0
Number Scoring 85-100	4	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	33%	47%	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	170	177	3	2	1	0
Number Scoring 55-100	163	159	#	#	#	0
Number Scoring 65-100	153	156	#	#	#	0
Number Scoring 85-100	99	78	#	#	#	0
Percentage of Tested Scoring 55-100	96%	90%	#	#	#	0%
Percentage of Tested Scoring 65-100	90%	88%	#	#	#	0%
Percentage of Tested Scoring 85-100	58%	44%	#	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	201	99%	133	95%	97	94%
Students with Disabilities	47	87%	22	73%	37	68%

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	1	0	#	#	#	#
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	292	292	292	35	35	35	327	327	327
Number Scoring 55–64	5	7	2	6	2	4	11	9	6
Number Scoring 65–84	225	143	162	20	18	21	245	161	183
Number Scoring 85–100	55	130	121	0	3	1	55	133	122
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			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*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)