

# 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	2002-03	2003-04	2004-05
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	312	323	400
Tenth	329	302	325
Eleventh	328	318	333
Twelfth	317	322	339
Ungraded Secondary	79	99	7
Total K-12 Enrollment	1365	1364	1404

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	9	0.7%	6	0.4%	15	1.1%
Black (Not Hispanic)	9	0.7%	8	0.6%	12	0.9%
Hispanic	8	0.6%	12	0.9%	21	1.5%
White (Not Hispanic)	1339	98.1%	1338	98.1%	1356	96.6%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	25	23
Mathematics Grade 10	20	20	20
Science Grade 10	19	23	19
Social Studies Grade 10	20	23	19

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.2%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	110	8.1%	119	8.7%	131	9.3%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.8%		94.1%		93.9%
<b>Student Suspensions</b>	104	8.1%	146	10.7%	161	11.8%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	5.8%	6.6%	6.3%
<b>Public Assistance</b>	21-30%	11-20%	11-20%
<b>Student Stability</b>	85%	98%	97%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	99
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	2

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	256	271	280
	Regents Diplomas	212	240	274
	% Regents Diplomas	83%	89%	98%
	Regents Diplomas with Advanced Designation**			180
	% Regents Diplomas with Advanced Designation			64%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	27	28	39
	Regents Diplomas	9	9	15
	% Regents Diplomas	33%	32%	38%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			3%
	IEP Diplomas or Local Certificates	7	11	0
All Students	Total Graduates*	283	299	319
	Regents Diplomas	221	249	289
	% Regents Diplomas	78%	83%	91%
	Regents Diplomas with Advanced Designation**			181
	% Regents Diplomas with Advanced Designation			57%
	IEP Diplomas or Local Certificates	7	11	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	151	96	4	3	17	0	6	3
	Percent	54%	34%	1%	1%	6%	0%	2%	1%
Students with Disabilities	Number	9	18	2	0	9	0	0	1
	Percent	23%	46%	5%	0%	23%	0%	0%	3%
All Students	Number	160	114	6	3	26	0	6	4
	Percent	50%	36%	2%	1%	8%	0%	2%	1%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	24		20	1.7%	14	1.2%
	Entered GED Program*	12		26	2.2%	16	1.3%
	Total Noncompleters	36		46	4.0%	30	2.5%
Students with Disabilities	Dropped Out	7		5	2.1%	5	2.0%
	Entered GED Program*	3		13	5.4%	6	2.4%
	Total Noncompleters	10		18	7.5%	11	4.4%
All Students	Dropped Out	31	2.3%	25	1.8%	19	1.3%
	Entered GED Program*	15	1.1%	39	2.8%	22	1.5%
	Total Noncompleters	46	3.4%	64	4.6%	41	2.8%

\*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	2002-03	2003-04	2004-05
<b>K-1</b>	0%	0%	0%
<b>2-3</b>	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	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%
<b>6-8</b>	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%
<b>9-12</b>	Number of General-Education Students	39	1151	1172
	Number of Students with Disabilities	23	213	232
	Number of All Students	62	1364	1404
	Percent of Enrollment	5%	100%	100%

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	18	89%	0	0%	8	88%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	2	#	0	0%	0	0%
Spanish	64	78%	50	60%	57	61%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	8	63%	3	#	7	43%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	1	#
Science	2	#	1	#	2	#
Reading	1	#	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	1	#	0	0%	2	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	55	84%	56	45%	89	66%
Science	44	59%	31	55%	79	70%
Reading	3	#	26	42%	28	68%
Writing	2	#	25	80%	27	100%
Global Studies	28	36%	39	33%	32	38%
U.S. Hist & Gov't	10	60%	15	40%	27	48%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	348	350	372	53	50	51
Number Scoring 55-100	319	334	359	34	37	40
Number Scoring 65-100	297	308	337	28	24	30
Number Scoring 85-100	104	150	176	0	2	2
Percentage of Tested Scoring 55-100	92%	95%	97%	64%	74%	78%
Percentage of Tested Scoring 65-100	85%	88%	91%	53%	48%	59%
Percentage of Tested Scoring 85-100	30%	43%	47%	0%	4%	4%
<b>Mathematics A</b>						
Number Tested	365	478	365	29	34	55
Number Scoring 55-100	343	475	359	28	34	51
Number Scoring 65-100	306	460	338	22	32	39
Number Scoring 85-100	71	171	148	2	9	4
Percentage of Tested Scoring 55-100	94%	99%	98%	97%	100%	93%
Percentage of Tested Scoring 65-100	84%	96%	93%	76%	94%	71%
Percentage of Tested Scoring 85-100	19%	36%	41%	7%	26%	7%
<b>Mathematics B</b>						
Number Tested	13	10	156	0	7	2
Number Scoring 55-100	8	10	137	0	7	#
Number Scoring 65-100	7	9	117	0	7	#
Number Scoring 85-100	2	2	45	0	0	#
Percentage of Tested Scoring 55-100	62%	100%	88%	0%	100%	#
Percentage of Tested Scoring 65-100	54%	90%	75%	0%	100%	#
Percentage of Tested Scoring 85-100	15%	20%	29%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	421	392	369	71	76	61
Number Scoring 55-100	364	341	339	41	40	42
Number Scoring 65-100	315	306	306	27	33	32
Number Scoring 85-100	90	95	106	2	6	2
Percentage of Tested Scoring 55-100	86%	87%	92%	58%	53%	69%
Percentage of Tested Scoring 65-100	75%	78%	83%	38%	43%	52%
Percentage of Tested Scoring 85-100	21%	24%	29%	3%	8%	3%
<b>U.S. History and Government</b>						
Number Tested	378	364	337	41	45	50
Number Scoring 55-100	363	338	303	32	30	31
Number Scoring 65-100	328	312	279	26	26	24
Number Scoring 85-100	140	144	147	4	4	8
Percentage of Tested Scoring 55-100	96%	93%	90%	78%	67%	62%
Percentage of Tested Scoring 65-100	87%	86%	83%	63%	58%	48%
Percentage of Tested Scoring 85-100	37%	40%	44%	10%	9%	16%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	339	345	355	49	65	65
Number Scoring 55-100	334	338	346	46	60	58
Number Scoring 65-100	316	315	314	36	48	44
Number Scoring 85-100	100	83	94	2	1	2
Percentage of Tested Scoring 55-100	99%	98%	97%	94%	92%	89%
Percentage of Tested Scoring 65-100	93%	91%	88%	73%	74%	68%
Percentage of Tested Scoring 85-100	29%	24%	26%	4%	2%	3%
<b>Physical Setting/Earth Science</b>						
Number Tested	322	336	427	27	31	58
Number Scoring 55-100	301	311	394	24	23	40
Number Scoring 65-100	283	288	355	22	17	32
Number Scoring 85-100	103	95	159	1	4	9
Percentage of Tested Scoring 55-100	93%	93%	92%	89%	74%	69%
Percentage of Tested Scoring 65-100	88%	86%	83%	81%	55%	55%
Percentage of Tested Scoring 85-100	32%	28%	37%	4%	13%	16%
<b>Physical Setting/Chemistry</b>						
Number Tested	169	197	175	1	5	4
Number Scoring 55-100	150	176	164	#	3	#
Number Scoring 65-100	98	103	128	#	1	#
Number Scoring 85-100	9	8	20	#	0	#
Percentage of Tested Scoring 55-100	89%	89%	94%	#	60%	#
Percentage of Tested Scoring 65-100	58%	52%	73%	#	20%	#
Percentage of Tested Scoring 85-100	5%	4%	11%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		66	45		1	0
Number Scoring 55-100		62	44		#	0
Number Scoring 65-100		51	35		#	0
Number Scoring 85-100		6	13		#	0
Percentage of Tested Scoring 55-100		94%	98%		#	0%
Percentage of Tested Scoring 65-100		77%	78%		#	0%
Percentage of Tested Scoring 85-100		9%	29%		#	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	41	49	51	1	3	1
Number Scoring 55-100	39	47	49	#	#	#
Number Scoring 65-100	38	45	47	#	#	#
Number Scoring 85-100	16	17	20	#	#	#
Percentage of Tested Scoring 55-100	95%	96%	96%	#	#	#
Percentage of Tested Scoring 65-100	93%	92%	92%	#	#	#
Percentage of Tested Scoring 85-100	39%	35%	39%	#	#	#
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
Number Tested	11	0	0	0	0	0
Number Scoring 55-100	11	0	0	0	0	0
Number Scoring 65-100	10	0	0	0	0	0
Number Scoring 85-100	3	0	0	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	27%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	158	164	132	5	3	3
Number Scoring 55-100	158	159	131	5	#	#
Number Scoring 65-100	151	148	127	5	#	#
Number Scoring 85-100	86	63	66	2	#	#
Percentage of Tested Scoring 55-100	100%	97%	99%	100%	#	#
Percentage of Tested Scoring 65-100	96%	90%	96%	100%	#	#
Percentage of Tested Scoring 85-100	54%	38%	50%	40%	#	#
<b>Comprehensive Latin</b>						
Number Tested	19	0	16	0	0	0
Number Scoring 55-100	19	0	16	0	0	0
Number Scoring 65-100	19	0	15	0	0	0
Number Scoring 85-100	9	0	3	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	47%	0%	19%	0%	0%	0%

(Form – H)



# New York State Alternate Assessments (NYSAA) 2004–05

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

## 2001 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	283	283	283	54	54	54	337	337	337
Number Scoring 55–64	3	2	1	5	4	6	8	6	7
Number Scoring 65–84	189	135	139	19	19	30	208	154	169
Number Scoring 85–100	86	133	140	2	5	3	88	138	143
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		3	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		3	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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)