

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	2002-03	2003-04	2004-05
Pre-K	216	234	234
Kindergarten	583	589	575
First	605	567	556
Second	592	616	550
Third	641	579	612
Fourth	590	633	571
Fifth	648	605	641
Sixth	674	647	618
Ungraded Elementary	139	138	93
Seventh	678	699	657
Eighth	651	639	677
Ninth	729	763	710
Tenth	778	695	729
Eleventh	769	724	651
Twelfth	714	776	715
Ungraded Secondary	93	129	175
Total K-12 Enrollment	8884	8799	8530

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	116	1.3%	115	1.3%	102	1.2%
Black (Not Hispanic)	265	3.0%	333	3.8%	359	4.2%
Hispanic	128	1.4%	130	1.5%	149	1.7%
White (Not Hispanic)	8375	94.3%	8221	93.4%	7920	92.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	20	21
Common Branch	20	20	20
English Grade 8	20	17	17
Mathematics Grade 8	21	18	18
Science Grade 8	22	19	18
Social Studies Grade 8	21	19	18
English Grade 10	23	24	26
Mathematics Grade 10	21	19	24
Science Grade 10	22	21	23
Social Studies Grade 10	23	24	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	57	0.6%	58	0.6%	53	0.6%
Eligible for Free Lunch	1212	13.6%	1289	14.7%	1518	17.8%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.4%		95.6%		95.6%
Student Suspensions	270	3.0%	347	3.9%	318	3.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.7%	8.7%	12.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	653
Total Other Professional Staff	145
Total Paraprofessionals	164
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	566	595	565
	Regents Diplomas	425	459	527
	% Regents Diplomas	75%	77%	93%
	Regents Diplomas with Advanced Designation**			257
	% Regents Diplomas with Advanced Designation			45%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	57	78	74
	Regents Diplomas	9	26	39
	% Regents Diplomas	16%	33%	53%
	Regents Diplomas with Advanced Designation**			4
	% Regents Diplomas with Advanced Designation			5%
	IEP Diplomas or Local Certificates	7	7	22
All Students	Total Graduates*	623	673	639
	Regents Diplomas	434	485	566
	% Regents Diplomas	70%	72%	89%
	Regents Diplomas with Advanced Designation**			261
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates	7	7	22

* 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	417	111	7	13	5	0	4	8
	Percent	74%	20%	1%	2%	1%	0%	1%	1%
Students with Disabilities	Number	40	26	0	1	4	0	1	2
	Percent	54%	35%	0%	1%	5%	0%	1%	3%
All Students	Number	457	137	7	14	9	0	5	10
	Percent	72%	21%	1%	2%	1%	0%	1%	2%

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	13		6	0.2%	13	0.5%
	Entered GED Program*	34		59	2.4%	57	2.4%
	Total Noncompleters	47		65	2.6%	70	2.9%
Students with Disabilities	Dropped Out	0		5	1.0%	12	2.2%
	Entered GED Program*	2		18	3.5%	20	3.6%
	Total Noncompleters	2		23	4.4%	32	5.7%
All Students	Dropped Out	13	0.4%	11	0.4%	25	0.8%
	Entered GED Program*	36	1.2%	77	2.5%	77	2.6%
	Total Noncompleters	49	1.6%	88	2.9%	102	3.4%

*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
K-1	15%	0%	0%
2-3	16%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	184	0	0
	Number of Students with Disabilities	22	0	0
	Number of All Students	206	0	0
	Percent of Enrollment	16%	0%	0%
6-8	Number of General-Education Students	1630	1876	1649
	Number of Students with Disabilities	373	234	388
	Number of All Students	2003	2110	2037
	Percent of Enrollment	98%	100%	100%
9-12	Number of General-Education Students	1499	1452	2368
	Number of Students with Disabilities	181	237	524
	Number of All Students	1680	1689	2892
	Percent of Enrollment	55%	55%	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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	81	16%	185	94%	153	99%
German	42	26%	109	92%	108	92%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	58	83%	323	89%	365	97%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	27	67%	29	94%
German	2	#	20	75%	16	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	10	70%	73	56%	90	79%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	1	#
Science	0	0%	2	#	1	#
Reading	0	0%	2	#	1	#
Writing	0	0%	2	#	1	#
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	0	0%	2	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	139	84%	64	80%
Science	0	0%	94	56%	91	74%
Reading	0	0%	55	82%	58	83%
Writing	0	0%	54	85%	59	98%
Global Studies	0	0%	33	39%	33	27%
U.S. Hist & Gov't	0	0%	10	50%	22	68%

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	703	743	658	83	99	112
Number Scoring 55-100	339	717	593	29	79	63
Number Scoring 65-100	308	671	554	18	62	45
Number Scoring 85-100	134	327	226	4	4	8
Percentage of Tested Scoring 55-100	48%	97%	90%	35%	80%	56%
Percentage of Tested Scoring 65-100	44%	90%	84%	22%	63%	40%
Percentage of Tested Scoring 85-100	19%	44%	34%	5%	4%	7%
Mathematics A						
Number Tested	1107	653	712	110	98	101
Number Scoring 55-100	615	638	668	38	90	63
Number Scoring 65-100	512	587	614	29	73	43
Number Scoring 85-100	145	191	210	5	5	6
Percentage of Tested Scoring 55-100	56%	98%	94%	35%	92%	62%
Percentage of Tested Scoring 65-100	46%	90%	86%	26%	74%	43%
Percentage of Tested Scoring 85-100	13%	29%	29%	5%	5%	6%
Mathematics B						
Number Tested	308	402	330	6	13	8
Number Scoring 55-100	65	338	265	0	12	5
Number Scoring 65-100	59	286	203	0	8	2
Number Scoring 85-100	20	61	47	0	1	0
Percentage of Tested Scoring 55-100	21%	84%	80%	0%	92%	62%
Percentage of Tested Scoring 65-100	19%	71%	62%	0%	62%	25%
Percentage of Tested Scoring 85-100	6%	15%	14%	0%	8%	0%
Global History and Geography						
Number Tested	737	684	768	88	114	126
Number Scoring 55-100	395	621	712	38	80	102
Number Scoring 65-100	366	556	642	32	64	70
Number Scoring 85-100	138	191	280	5	11	15
Percentage of Tested Scoring 55-100	54%	91%	93%	43%	70%	81%
Percentage of Tested Scoring 65-100	50%	81%	84%	36%	56%	56%
Percentage of Tested Scoring 85-100	19%	28%	36%	6%	10%	12%
U.S. History and Government						
Number Tested	635	663	634	82	84	102
Number Scoring 55-100	323	643	606	42	72	89
Number Scoring 65-100	312	608	575	37	57	80
Number Scoring 85-100	149	338	324	15	17	21
Percentage of Tested Scoring 55-100	51%	97%	96%	51%	86%	87%
Percentage of Tested Scoring 65-100	49%	92%	91%	45%	68%	78%
Percentage of Tested Scoring 85-100	23%	51%	51%	18%	20%	21%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	639	623	693	65	99	117
Number Scoring 55-100	360	601	669	30	81	104
Number Scoring 65-100	352	565	621	30	67	82
Number Scoring 85-100	115	144	210	7	5	7
Percentage of Tested Scoring 55-100	56%	96%	97%	46%	82%	89%
Percentage of Tested Scoring 65-100	55%	91%	90%	46%	68%	70%
Percentage of Tested Scoring 85-100	18%	23%	30%	11%	5%	6%
Physical Setting/Earth Science						
Number Tested	392	803	786	60	138	136
Number Scoring 55-100	98	683	711	6	72	103
Number Scoring 65-100	85	585	623	5	46	77
Number Scoring 85-100	50	188	212	1	7	13
Percentage of Tested Scoring 55-100	25%	85%	90%	10%	52%	76%
Percentage of Tested Scoring 65-100	22%	73%	79%	8%	33%	57%
Percentage of Tested Scoring 85-100	13%	23%	27%	2%	5%	10%
Physical Setting/Chemistry						
Number Tested	300	304	237	12	7	12
Number Scoring 55-100	158	296	236	11	7	11
Number Scoring 65-100	129	254	205	9	6	10
Number Scoring 85-100	20	51	36	1	1	1
Percentage of Tested Scoring 55-100	53%	97%	100%	92%	100%	92%
Percentage of Tested Scoring 65-100	43%	84%	86%	75%	86%	83%
Percentage of Tested Scoring 85-100	7%	17%	15%	8%	14%	8%
Physical Setting/Physics						
Number Tested		59	40		3	2
Number Scoring 55-100		58	39		#	#
Number Scoring 65-100		51	30		#	#
Number Scoring 85-100		11	10		#	#
Percentage of Tested Scoring 55-100		98%	97%		#	#
Percentage of Tested Scoring 65-100		86%	75%		#	#
Percentage of Tested Scoring 85-100		19%	25%		#	#

* 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
Comprehensive French						
Number Tested	170	111	132	4	4	5
Number Scoring 55-100	88	109	132	#	#	5
Number Scoring 65-100	88	108	131	#	#	4
Number Scoring 85-100	49	59	74	#	#	1
Percentage of Tested Scoring 55-100	52%	98%	100%	#	#	100%
Percentage of Tested Scoring 65-100	52%	97%	99%	#	#	80%
Percentage of Tested Scoring 85-100	29%	53%	56%	#	#	20%
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	42	65	41	2	5	0
Number Scoring 55-100	26	62	41	#	4	0
Number Scoring 65-100	25	62	41	#	4	0
Number Scoring 85-100	8	37	26	#	3	0
Percentage of Tested Scoring 55-100	62%	95%	100%	#	80%	0%
Percentage of Tested Scoring 65-100	60%	95%	100%	#	80%	0%
Percentage of Tested Scoring 85-100	19%	57%	63%	#	60%	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	244	221	252	9	5	7
Number Scoring 55-100	154	217	249	8	5	7
Number Scoring 65-100	150	216	240	7	5	6
Number Scoring 85-100	76	144	137	3	1	1
Percentage of Tested Scoring 55-100	63%	98%	99%	89%	100%	100%
Percentage of Tested Scoring 65-100	61%	98%	95%	78%	100%	86%
Percentage of Tested Scoring 85-100	31%	65%	54%	33%	20%	14%
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	532	3%	4%	48%	45%
	Students with Disabilities	119	18%	13%	53%	16%
	All Students	651	5%	6%	49%	40%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	575	0%	15%	68%	18%
	Students with Disabilities	141	7%	41%	50%	2%
	All Students	716	1%	20%	64%	15%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	1	#	#	#	#
Middle Level						
Social Studies	0	1	0	0	0	0
Secondary Level						
English Language Arts	6	0	3	0	0	3
Social Studies	6	0	3	0	0	3
Mathematics	6	0	3	0	1	2
Science	5	0	3	0	0	2

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	583	583	583	104	104	104	687	687	687
Number Scoring 55–64	19	15	8	7	13	11	26	28	19
Number Scoring 65–84	309	224	315	48	47	49	357	271	364
Number Scoring 85–100	226	305	253	9	19	15	235	324	268
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
Listening and Speaking (Grade K-1)						
Number Tested		13	7		0	0
Beginning		0	0		0	0
Intermediate		0	3		0	0
Advanced		7	1		0	0
Proficient		6	3		0	0
Reading and Writing (Grade K-1)						
Number Tested		13	7		0	0
Beginning		0	2		0	0
Intermediate		3	4		0	0
Advanced		3	1		0	0
Proficient		7	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		14	14		0	0
Beginning		0	0		0	0
Intermediate		1	0		0	0
Advanced		6	7		0	0
Proficient		7	7		0	0
Reading and Writing (Grade 2-4)						
Number Tested		15	14		0	0
Beginning		0	0		0	0
Intermediate		11	2		0	0
Advanced		4	11		0	0
Proficient		0	1		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		4	8		1	0
Beginning		#	0		#	0
Intermediate		#	0		#	0
Advanced		#	7		#	0
Proficient		#	1		#	0
Reading and Writing (Grade 5-6)						
Number Tested		4	8		1	0
Beginning		#	0		#	0
Intermediate		#	1		#	0
Advanced		#	4		#	0
Proficient		#	3		#	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 - K)

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
Listening and Speaking (Grade 7-8)						
Number Tested		9	8		1	1
Beginning		0	0		#	#
Intermediate		1	2		#	#
Advanced		2	2		#	#
Proficient		6	4		#	#
Reading and Writing (Grade 7-8)						
Number Tested		9	8		1	1
Beginning		0	0		#	#
Intermediate		4	4		#	#
Advanced		4	3		#	#
Proficient		1	1		#	#
Listening and Speaking (Grade 9-12)						
Number Tested		9	11		1	1
Beginning		0	0		#	#
Intermediate		1	3		#	#
Advanced		2	4		#	#
Proficient		6	4		#	#
Reading and Writing (Grade 9-12)						
Number Tested		9	11		1	1
Beginning		0	0		#	#
Intermediate		3	3		#	#
Advanced		4	3		#	#
Proficient		2	5		#	#

*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)