

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-26-01-03-0025
 Name: Kenmore East Senior High School
 Principal: Barbara Field

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	358	319	314
Tenth	337	375	331
Eleventh	308	333	349
Twelfth	307	305	316
Ungraded Secondary	30	27	0
Total K-12 Enrollment	1340	1359	1310

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	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%	14	1.0%	14	1.1%
Black (Not Hispanic)	23	1.7%	16	1.2%	23	1.8%
Hispanic	5	0.4%	8	0.6%	9	0.7%
White (Not Hispanic)	1303	97.2%	1321	97.2%	1264	96.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	23	23	20
Science Grade 10	27	23	22
Social Studies Grade 10	22	25	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.2%	8	0.6%	9	0.7%
Eligible for Free Lunch	80	6.0%	75	5.5%	95	7.2%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.1%		95.7%		94.6%
Student Suspensions	121	9.4%	128	9.6%	100	7.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.4%	3.9%	6.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	97%	98%

Staff Counts

Staff	2002–2003
Total Teachers	79
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	244	195	80%	244	190	78%	272	201	74%
Students with Disabilities	21	3	14%	19	2	11%	19	1	5%
All Students	265	198	75%	263	192	73%	291	202	69%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	276	12	0	0	3	0
Percent	95%	4%	0%	0%	1%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
19	1	3	22

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			14		5	
	Entered GED Program*			31		23	
	Total Noncompleters			45		28	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			3		0	
	Total Noncompleters			3		0	
All Students	Dropped Out	14	1.0%	14	1.0%	5	0.4%
	Entered GED Program*	40	3.0%	34	2.5%	23	1.8%
	Total Noncompleters	54	4.0%	48	3.5%	28	2.1%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		300	0
	Number of Students with Disabilities		0	0
	Number of All Students		300	0
	Percent of Enrollment		22%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	13	77%	64	0%
German	5	80%	4	#	31	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	41	61%	9	89%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	2	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	6	67%	1	#	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	9	100%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	85%	0	0%	0	0%
Science	11	73%	6	100%	0	0%
Reading	18	72%	11	91%	0	0%
Writing	19	84%	12	100%	0	0%
Global Studies	16	56%	26	69%	0	0%
U.S. Hist & Gov't	21	71%	12	92%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	289	298	325	33	13	32
Number Scoring 55–100	279	287	0	23	8	0
Number Scoring 65–100	270	265	0	18	4	0
Number Scoring 85–100	82	133	0	0	0	0
Percentage of Tested Scoring 55–100	97%	96%	0%	70%	62%	0%
Percentage of Tested Scoring 65–100	93%	89%	0%	55%	31%	0%
Percentage of Tested Scoring 85–100	28%	45%	0%	0%	0%	0%
Mathematics A						
Number Tested	292	382	621	28	12	65
Number Scoring 55–100	230	351	189	7	7	6
Number Scoring 65–100	190	294	152	1	3	2
Number Scoring 85–100	60	120	33	0	0	0
Percentage of Tested Scoring 55–100	79%	92%	30%	25%	58%	9%
Percentage of Tested Scoring 65–100	65%	77%	24%	4%	25%	3%
Percentage of Tested Scoring 85–100	21%	31%	5%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	48	249	0	0	6
Number Scoring 55–100	0	48	10	0	0	0
Number Scoring 65–100	0	48	8	0	0	0
Number Scoring 85–100	0	22	1	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	4%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	3%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	46%	0%	0%	0%	0%
Global History and Geography						
Number Tested	324	270	333	32	21	39
Number Scoring 55–100	314	254	23	24	8	3
Number Scoring 65–100	297	232	18	16	1	2
Number Scoring 85–100	117	76	0	4	1	0
Percentage of Tested Scoring 55–100	97%	94%	7%	75%	38%	8%
Percentage of Tested Scoring 65–100	92%	86%	5%	50%	5%	5%
Percentage of Tested Scoring 85–100	36%	28%	0%	12%	5%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	293	280	310	34	12	38
Number Scoring 55–100	272	273	1	22	7	0
Number Scoring 65–100	241	251	1	11	2	0
Number Scoring 85–100	104	95	0	1	1	0
Percentage of Tested Scoring 55–100	93%	97%	0%	65%	58%	0%
Percentage of Tested Scoring 65–100	82%	90%	0%	32%	17%	0%
Percentage of Tested Scoring 85–100	35%	34%	0%	3%	8%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	313	1	282	36	0	35
Number Scoring 55–100	308	#	6	31	0	1
Number Scoring 65–100	302	#	6	25	0	1
Number Scoring 85–100	77	#	1	0	0	0
Percentage of Tested Scoring 55–100	98%	#	2%	86%	0%	3%
Percentage of Tested Scoring 65–100	96%	#	2%	69%	0%	3%
Percentage of Tested Scoring 85–100	25%	#	0%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	353	0	298	32	0	56
Number Scoring 55–100	318	0	16	23	0	3
Number Scoring 65–100	265	0	15	13	0	3
Number Scoring 85–100	96	0	1	1	0	0
Percentage of Tested Scoring 55–100	90%	0%	5%	72%	0%	5%
Percentage of Tested Scoring 65–100	75%	0%	5%	41%	0%	5%
Percentage of Tested Scoring 85–100	27%	0%	0%	3%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		0	128		0	1
Number Scoring 55–100		0	0		0	#
Number Scoring 65–100		0	0		0	#
Number Scoring 85–100		0	0		0	#
Percentage of Tested Scoring 55–100		0%	0%		0%	#
Percentage of Tested Scoring 65–100		0%	0%		0%	#
Percentage of Tested Scoring 85–100		0%	0%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	49	63	82	2	0	1
Number Scoring 55–100	49	62	0	#	0	#
Number Scoring 65–100	49	61	0	#	0	#
Number Scoring 85–100	25	17	0	#	0	#
Percentage of Tested Scoring 55–100	100%	98%	0%	#	0%	#
Percentage of Tested Scoring 65–100	100%	97%	0%	#	0%	#
Percentage of Tested Scoring 85–100	51%	27%	0%	#	0%	#
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	61	49	14	0	0	1
Number Scoring 55–100	61	48	0	0	0	#
Number Scoring 65–100	60	43	0	0	0	#
Number Scoring 85–100	36	19	0	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	0%	0%	0%	#
Percentage of Tested Scoring 65–100	98%	88%	0%	0%	0%	#
Percentage of Tested Scoring 85–100	59%	39%	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	97	60	87	1	0	1
Number Scoring 55–100	97	59	0	#	0	#
Number Scoring 65–100	97	58	0	#	0	#
Number Scoring 85–100	79	40	0	#	0	#
Percentage of Tested Scoring 55–100	100%	98%	0%	#	0%	#
Percentage of Tested Scoring 65–100	100%	97%	0%	#	0%	#
Percentage of Tested Scoring 85–100	81%	67%	0%	#	0%	#
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	51	16	0	1	2	0
Number Scoring 55–100	48	16	0	#	#	0
Number Scoring 65–100	44	12	0	#	#	0
Number Scoring 85–100	10	2	0	#	#	0
Percentage of Tested Scoring 55–100	94%	100%	0%	#	#	0%
Percentage of Tested Scoring 65–100	86%	75%	0%	#	#	0%
Percentage of Tested Scoring 85–100	20%	12%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	205	57	0	4	0	0
Number Scoring 55–100	198	56	0	#	0	0
Number Scoring 65–100	193	56	0	#	0	0
Number Scoring 85–100	115	49	0	#	0	0
Percentage of Tested Scoring 55–100	97%	98%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	98%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	56%	86%	0%	#	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	114	99%	71	92%	93	0%
Students with Disabilities	16	94%	10	90%	26	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	281	281	281	24	24	24	305	305	305
Number Scoring 55–64	4	11	6	6	8	4	10	19	10
Number Scoring 65–84	154	144	163	11	4	14	165	148	177
Number Scoring 85–100	108	92	104	3	1	2	111	93	106
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)