

# The New York State School District Report Card for Kenmore-Tonawanda Union Free School District

*An Overview of Academic Performance*



**March 2002**



The University of the State of New York  
**The State Education Department**

**March 25, 2002**

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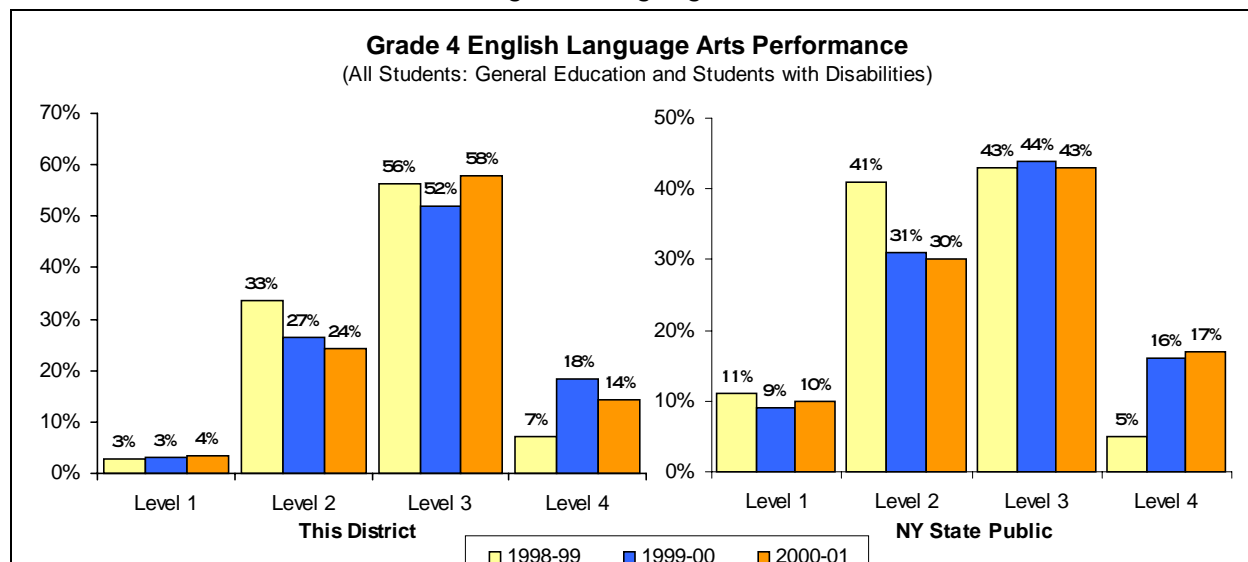
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## Elementary Level English Language Arts



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4	Total	
Jan 1999	General Education		0	4	9	195	376	51	631	657
	Students with Disabilities	3	0	2	11	40	20	0	71	631
	All Students	3	0	6	20	235	396	51	702	654
Jan 2000	General Education		6	0	5	149	335	126	615	669
	Students with Disabilities	7	0	1	16	37	29	3	85	632
	All Students	7	6	1	21	186	364	129	700	664
Jan 2001	General Education		4	3	15	136	380	98	629	663
	Students with Disabilities	10	0	3	10	35	28	3	76	635
	All Students	10	4	6	25	171	408	101	705	660

### Grade 4 English Language Arts Levels - Listening, Reading, and Writing Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>692 to 800</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>645 to 691</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>603 to 644</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>455 to 602</b> are in this level.

### Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
January 2001	4	#

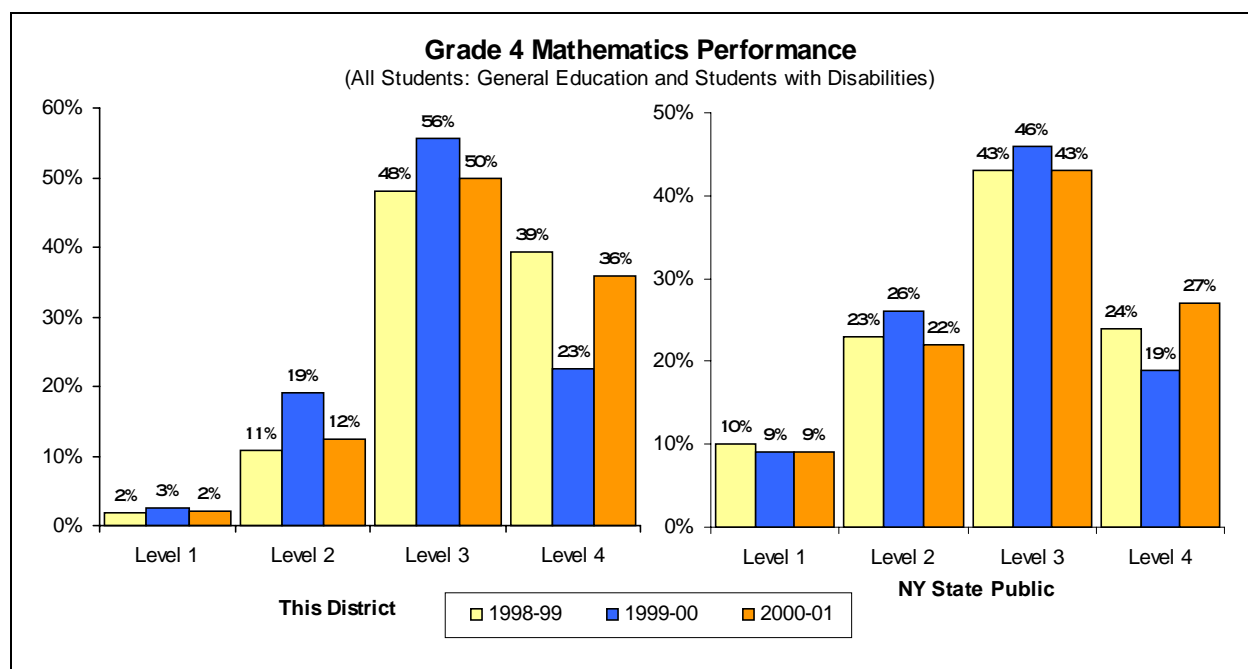
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30<sup>th</sup> percentile on another appropriate English reading assessment.

3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

## Elementary Level Mathematics



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	1	2	58	308	267	635	675
	Students with Disabilities	3	0	0	11	19	31	11	72	640
	All Students	3	0	1	13	77	339	278	707	672
May 2000	General Education		6	0	4	98	357	155	614	662
	Students with Disabilities	7	0	0	14	36	33	3	86	628
	All Students	7	6	0	18	134	390	158	700	658
May 2001	General Education		2	0	4	64	326	245	639	673
	Students with Disabilities	10	0	1	10	25	31	11	77	643
	All Students	10	2	1	14	89	357	256	716	669

Grade 4 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>678 to 810</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>637 to 677</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>602 to 636</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>448 to 601</b> are in this level.

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

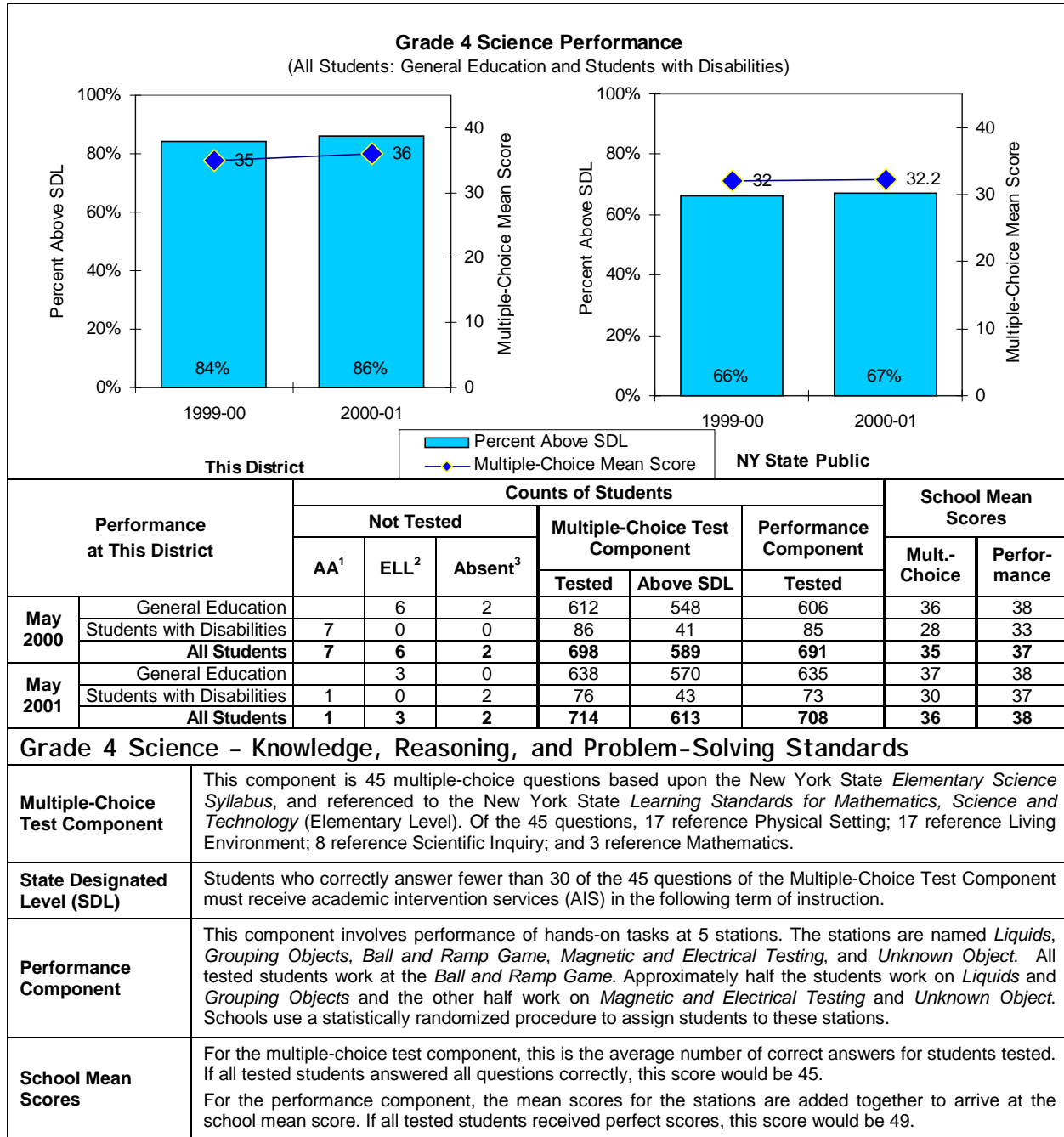
2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of this mathematics assessment.

# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

# Elementary Level

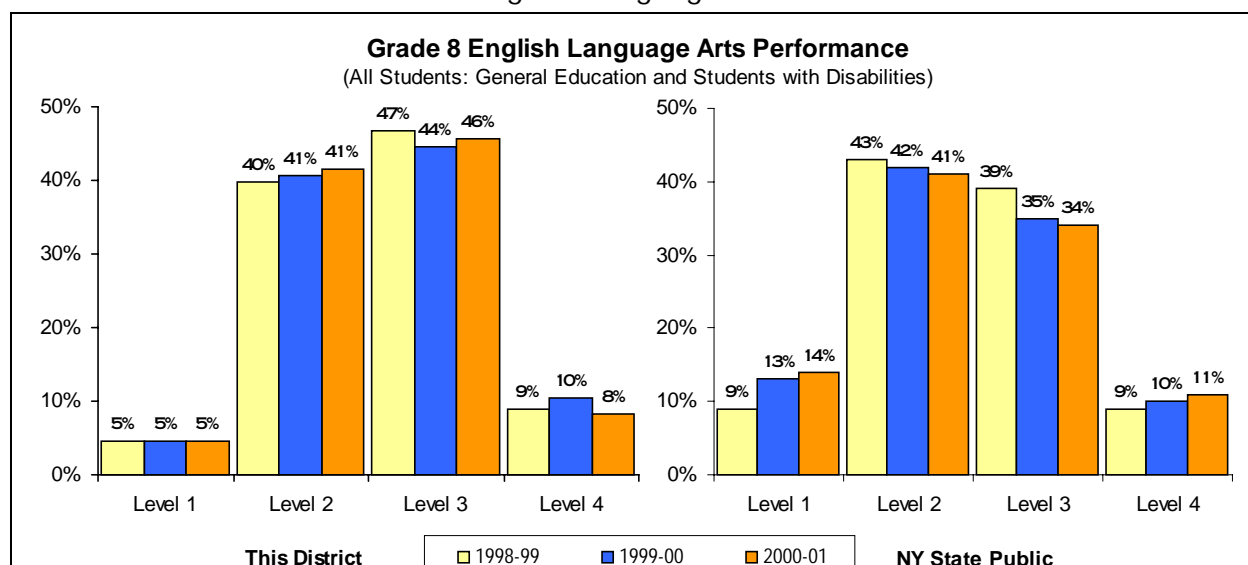
## Science



- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
- 2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.
- 3 These students were enrolled at the time of testing but did not complete any part of this science assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

## Middle Level

### English Language Arts



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	2	8	237	338	63	646	709
	Students with Disabilities	6	0	3	26	57	7	2	92	674
	All Students	6	0	5	34	294	345	65	738	705
May 2000	General Education		3	5	9	253	327	80	669	709
	Students with Disabilities	5	0	1	26	58	14	0	98	674
	All Students	5	3	6	35	311	341	80	767	704
May 2001	General Education		3	9	7	227	301	57	592	708
	Students with Disabilities	12	0	10	24	56	11	0	91	675
	All Students	12	3	19	31	283	312	57	683	704

#### Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>739 to 830</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>701 to 738</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>662 to 700</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>527 to 661</b> are in this level.

#### Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2001	3	#

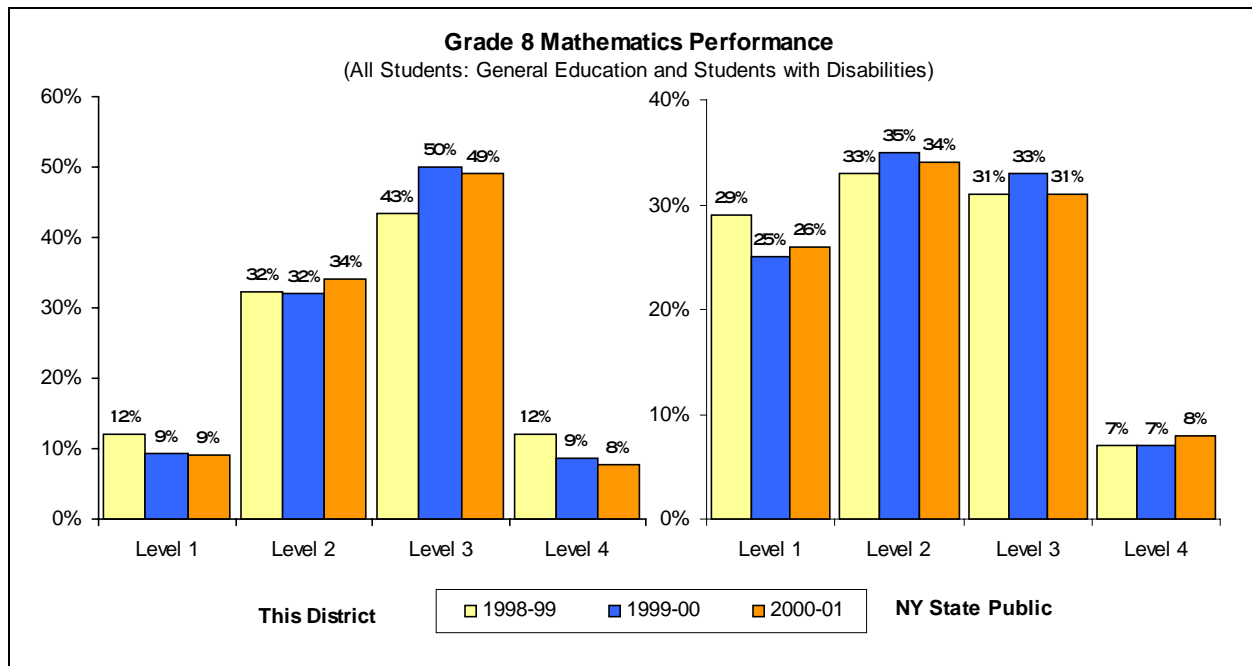
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30<sup>th</sup> percentile on another appropriate English reading assessment.

3 These students were enrolled at the time of testing but were not present to complete some part of the ELA assessment.

# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

## Middle Level Mathematics



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	2	45	206	306	89	646	725
	Students with Disabilities	5	0	6	44	32	14	0	90	666
	All Students	5	0	8	89	238	320	89	736	718
May 2000	General Education		3	5	30	207	366	67	670	725
	Students with Disabilities	5	0	2	41	39	17	0	97	682
	All Students	5	3	7	71	246	383	67	767	720
May 2001	General Education		3	5	27	194	324	51	596	724
	Students with Disabilities	12	0	3	36	43	17	2	98	685
	All Students	12	3	8	63	237	341	53	694	718
Grade 8 Mathematics Levels – Knowledge, Reasoning, and Problem-Solving Standards										
Level 4		These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>760 to 882</b> are in this level.								
Level 3		These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>716 to 759</b> are in this level.								
Level 2		These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>681 to 715</b> are in this level.								
Level 1		These students have <b>serious academic deficiencies</b> . All students scoring from <b>517 to 680</b> are in this level.								

\* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/reprcrd2002/similar.html>

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

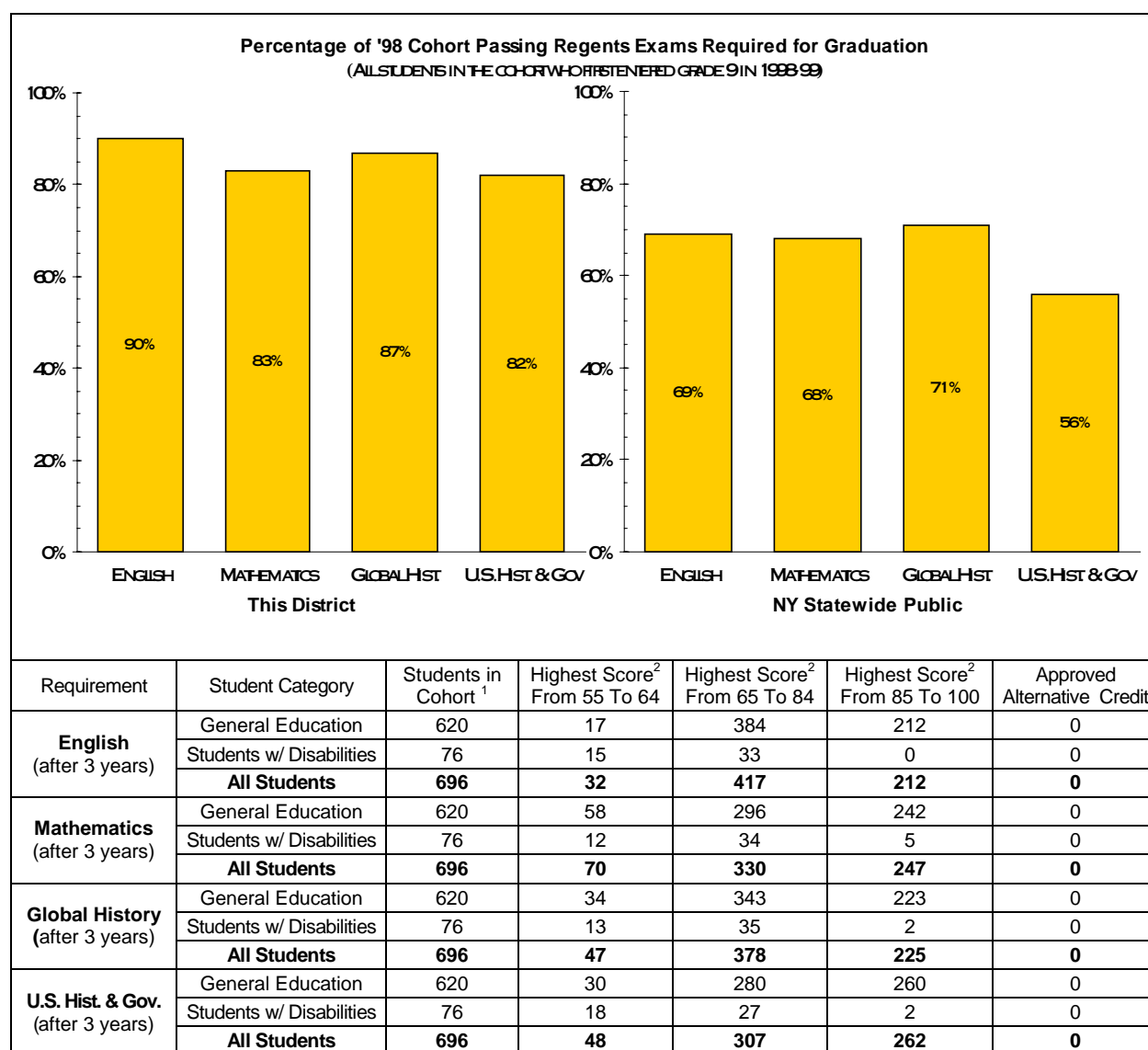
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of the mathematics assessment.

# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

## High School Achievement - After Three Years of Instruction

This section presents the success of students on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results for these students after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



<sup>1</sup> Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

<sup>2</sup> Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

# To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "All Students" category.



## School District Profile

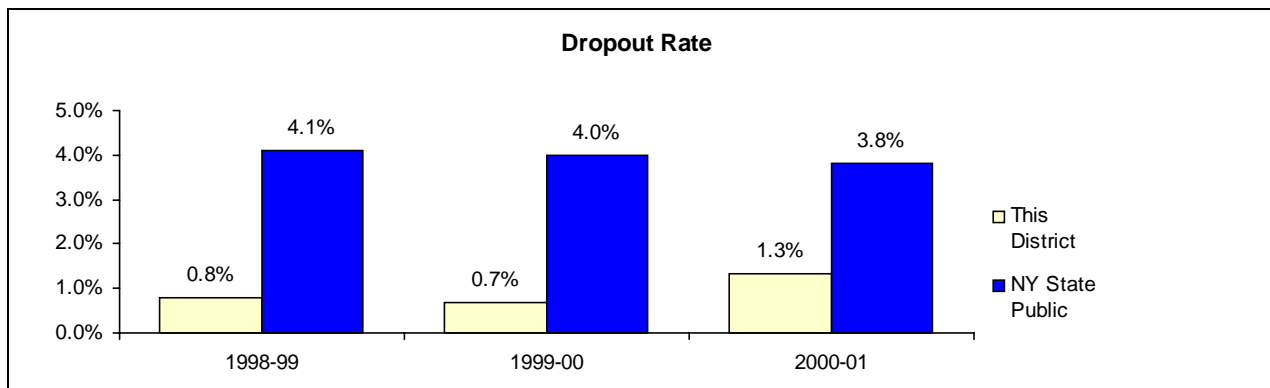
Superintendent: Mr. Steven A. Achramovitch			Phone: (716)874-8400	
<b>Organization 2000-01</b>		School District Staff <sup>1</sup> (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-12	9,158	700	103	147

<b>1999-00 School District Total Expenditure per Pupil</b>	\$10,175
<b>1999-00 NY State Public Schools Total Expenditure per Pupil</b>	\$11,040

Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	665
Kindergarten	591	Grade 8	651
Grade 1	668	Grade 9	804
Grade 2	572	Grade 10	754
Grade 3	660	Grade 11	740
Grade 4	679	Grade 12	703
Grade 5	670	Ungraded Elementary with Disabilities	172
Grade 6	679	Ungraded Secondary with Disabilities	150

Student Demographics	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	27	0.3%	39	0.4%	28	0.3%
Eligible For Free Lunch	1345	15.7%	1371	14.9%	1346	14.7%

<b>Need to Resource Capacity (N/RC) Group</b>	The State Education Department assigns each school district to a comparison group based on student demographics and the resource capacity of the district. This district is in N/RC Group 5. This district has average needs relative to local resource capacity.
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A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.

<sup>1</sup> Some district-employed staff serve in more than one school. These shared people are included in counts reported here.