

New York State District Report Card Comprehensive Information Report

BEDS Code: 14-28-01-06-0000
 Name: West Seneca Central School District
 Superintendent: James K. Brotz

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	552	466	510
First	507	533	465
Second	528	496	526
Third	522	501	502
Fourth	578	526	513
Fifth	561	616	509
Sixth	599	579	592
Ungraded Elementary	148	130	186
Seventh	595	645	568
Eighth	538	593	653
Ninth	568	556	607
Tenth	592	605	554
Eleventh	554	630	604
Twelfth	581	598	625
Ungraded Secondary	221	163	245
Total K-12 Enrollment	7644	7637	7659

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	80	1.0%	73	1.0%	83	1.1%
Black (Not Hispanic)	87	1.1%	73	1.0%	94	1.2%
Hispanic	51	0.7%	47	0.6%	77	1.0%
White (Not Hispanic)	7426	97.1%	7444	97.5%	7405	96.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	18	19
Common Branch	22	22	22
English Grade 8	19	19	22
Mathematics Grade 8	19	19	22
Science Grade 8	20	18	24
Social Studies Grade 8	20	20	23
English Grade 10	18	22	23
Mathematics Grade 10	25	21	22
Science Grade 10	20	19	22
Social Studies Grade 10	19	21	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	45	0.6%	51	0.7%	47	0.6%
Eligible for Free Lunch	814	10.7%	969	12.7%	943	12.3%

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		94.6%		94.8%		94.3%
Student Suspensions	248	3.2%	290	3.8%	392	5.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.0%	8.6%	8.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	576
Total Other Professional Staff	58
Total Paraprofessionals	151
Teaching Out of Certification*	13

*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	496	406	82%	492	403	82%	495	441	89%
Students with Disabilities	56	11	20%	58	14	24%	53	13	25%
All Students	552	417	76%	550	417	76%	548	454	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	283	183	16	14	20	32
Percent	52%	33%	3%	3%	4%	6%

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)
53	13	13	66

*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	64		44		34	1.6%
	Entered GED Program*	16		20		42	2.0%
	Total Noncompleters	80		64		76	3.5%
Students with Disabilities	Dropped Out	13		15		8	2.0%
	Entered GED Program*	10		3		20	4.9%
	Total Noncompleters	23		18		28	6.9%
All Students	Dropped Out	77	3.1%	59	2.4%	42	1.6%
	Entered GED Program*	26	1.1%	23	0.9%	62	2.4%
	Total Noncompleters	103	4.2%	82	3.3%	104	4.1%

*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	13%	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	995	975	2012
	Number of Students with Disabilities	174	160	368
	Number of All Students	1169	1135	2380
	Percent of Enrollment	48%	45%	93%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	226		
Completed and Passed Regents Exams	220	97%	77%
Completed and had Course Average of 75% or More	214	95%	81%
Completed and Attained a HS Diploma or Equivalent	223	99%	96%
Completed and Whose Status is Known	142		
Completed and Were Successfully Placed	142	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	.	30%
Underrepresented Gender Members Who Completed	23	31%	19%

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	159	92%	144	95%	134	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	30	90%	0	0%
Spanish	390	90%	422	93%	488	84%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	14	57%	11	73%	9	78%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	33	67%	49	73%	53	45%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	1	#	0	0%
Science	7	86%	2	#	1	#
Reading	2	#	1	#	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	2	#	4	#	1	#
U.S. Hist & Gov't	11	73%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	68	78%	58	84%	76	50%
Science	81	62%	56	61%	51	51%
Reading	6	83%	7	86%	29	48%
Writing	5	100%	3	#	29	79%
Global Studies	29	62%	46	52%	59	46%
U.S. Hist & Gov't	30	73%	22	64%	32	50%

(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	605	624	673	64	84	79
Number Scoring 55-100	563	585	653	43	61	64
Number Scoring 65-100	502	549	618	30	52	47
Number Scoring 85-100	207	200	317	1	0	5
Percentage of Tested Scoring 55-100	93%	94%	97%	67%	73%	81%
Percentage of Tested Scoring 65-100	83%	88%	92%	47%	62%	59%
Percentage of Tested Scoring 85-100	34%	32%	47%	2%	0%	6%
Mathematics A						
Number Tested	93	680	731	16	44	50
Number Scoring 55-100	59	645	727	11	41	50
Number Scoring 65-100	43	586	705	9	34	47
Number Scoring 85-100	8	117	255	0	5	11
Percentage of Tested Scoring 55-100	63%	95%	99%	69%	93%	100%
Percentage of Tested Scoring 65-100	46%	86%	96%	56%	77%	94%
Percentage of Tested Scoring 85-100	9%	17%	35%	0%	11%	22%
Mathematics B						
Number Tested	1	14	184	0	0	23
Number Scoring 55-100	#	9	163	0	0	22
Number Scoring 65-100	#	8	142	0	0	17
Number Scoring 85-100	#	3	39	0	0	0
Percentage of Tested Scoring 55-100	#	64%	89%	0%	0%	96%
Percentage of Tested Scoring 65-100	#	57%	77%	0%	0%	74%
Percentage of Tested Scoring 85-100	#	21%	21%	0%	0%	0%
Global History and Geography						
Number Tested	641	750	671	78	112	116
Number Scoring 55-100	592	670	607	46	67	74
Number Scoring 65-100	521	594	552	24	47	61
Number Scoring 85-100	127	193	180	0	3	10
Percentage of Tested Scoring 55-100	92%	89%	90%	59%	60%	64%
Percentage of Tested Scoring 65-100	81%	79%	82%	31%	42%	53%
Percentage of Tested Scoring 85-100	20%	26%	27%	0%	3%	9%
U.S. History and Government						
Number Tested	644	670	644	68	69	68
Number Scoring 55-100	613	646	599	54	54	43
Number Scoring 65-100	512	598	554	36	45	32
Number Scoring 85-100	131	263	262	2	5	6
Percentage of Tested Scoring 55-100	95%	96%	93%	79%	78%	63%
Percentage of Tested Scoring 65-100	80%	89%	86%	53%	65%	47%
Percentage of Tested Scoring 85-100	20%	39%	41%	3%	7%	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	584	583	595	56	67	82
Number Scoring 55-100	581	576	586	56	63	77
Number Scoring 65-100	566	548	556	52	50	64
Number Scoring 85-100	183	161	152	3	3	1
Percentage of Tested Scoring 55-100	99%	99%	98%	100%	94%	94%
Percentage of Tested Scoring 65-100	97%	94%	93%	93%	75%	78%
Percentage of Tested Scoring 85-100	31%	28%	26%	5%	4%	1%
Physical Setting/Earth Science						
Number Tested	744	576	608	93	41	63
Number Scoring 55-100	696	546	572	63	36	54
Number Scoring 65-100	637	515	525	37	31	43
Number Scoring 85-100	229	203	186	3	3	11
Percentage of Tested Scoring 55-100	94%	95%	94%	68%	88%	86%
Percentage of Tested Scoring 65-100	86%	89%	86%	40%	76%	68%
Percentage of Tested Scoring 85-100	31%	35%	31%	3%	7%	17%
Physical Setting/Chemistry						
Number Tested	269	282	330	3	2	6
Number Scoring 55-100	258	260	305	#	#	4
Number Scoring 65-100	185	183	203	#	#	2
Number Scoring 85-100	11	31	26	#	#	1
Percentage of Tested Scoring 55-100	96%	92%	92%	#	#	67%
Percentage of Tested Scoring 65-100	69%	65%	62%	#	#	33%
Percentage of Tested Scoring 85-100	4%	11%	8%	#	#	17%
Physical Setting/Physics						
Number Tested			163			1
Number Scoring 55-100			149			#
Number Scoring 65-100			129			#
Number Scoring 85-100			30			#
Percentage of Tested Scoring 55-100			91%			#
Percentage of Tested Scoring 65-100			79%			#
Percentage of Tested Scoring 85-100			18%			#

* 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	110	80	103	1	1	3
Number Scoring 55-100	105	78	101	#	#	#
Number Scoring 65-100	101	77	98	#	#	#
Number Scoring 85-100	39	40	49	#	#	#
Percentage of Tested Scoring 55-100	95%	97%	98%	#	#	#
Percentage of Tested Scoring 65-100	92%	96%	95%	#	#	#
Percentage of Tested Scoring 85-100	35%	50%	48%	#	#	#
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	27	24	0	0	1	0
Number Scoring 55-100	27	24	0	0	#	0
Number Scoring 65-100	26	23	0	0	#	0
Number Scoring 85-100	6	11	0	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	96%	96%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	22%	46%	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	212	300	273	1	5	5
Number Scoring 55-100	209	297	264	#	5	5
Number Scoring 65-100	208	289	249	#	5	3
Number Scoring 85-100	118	169	131	#	2	1
Percentage of Tested Scoring 55-100	99%	99%	97%	#	100%	100%
Percentage of Tested Scoring 65-100	98%	96%	91%	#	100%	60%
Percentage of Tested Scoring 85-100	56%	56%	48%	#	40%	20%
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	323	353	15	2	3	0
Number Scoring 55-100	313	324	14	#	#	0
Number Scoring 65-100	299	310	11	#	#	0
Number Scoring 85-100	177	140	2	#	#	0
Percentage of Tested Scoring 55-100	97%	92%	93%	#	#	0%
Percentage of Tested Scoring 65-100	93%	88%	73%	#	#	0%
Percentage of Tested Scoring 85-100	55%	40%	13%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	346	99%	224	96%	158	96%
Students with Disabilities	80	89%	34	76%	47	72%

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	466	3%	5%	58%	34%
	Students with Disabilities	68	31%	25%	40%	4%
	All Students	534	6%	7%	56%	30%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	561	1%	30%	55%	15%
	Students with Disabilities	86	2%	73%	23%	1%
	All Students	647	1%	35%	51%	13%

(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	6	0	0	0	1	5
Middle Level						
Social Studies	4	0	#	#	#	#
Secondary Level						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	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	531	531	531	64	64	64	595	595	595
Number Scoring 55–64	8	12	3	10	5	8	18	17	11
Number Scoring 65–84	397	248	279	32	34	34	429	282	313
Number Scoring 85–100	118	252	242	0	4	2	118	256	244
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 K-1)						
Number Tested			10			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			4			0
Proficient (37-39)			4			0
Reading and Writing (Grade K-1)						
Number Tested			10			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			3			0
Proficient (33-35)			3			0
Listening and Speaking (Grade 2-4)						
Number Tested			8			0
Beginning (0-18)			2			0
Intermediate (19-31)			0			0
Advanced (32-36)			1			0
Proficient (37-39)			5			0
Reading and Writing (Grade 2-4)						
Number Tested			8			0
Beginning (0-14)			2			0
Intermediate (15-24)			2			0
Advanced (25-32)			1			0
Proficient (33-35)			3			0
Listening and Speaking (Grade 5-6)						
Number Tested			9			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			1			0
Proficient (37-39)			7			0
Reading and Writing (Grade 5-6)						
Number Tested			9			0
Beginning (0-14)			1			0
Intermediate (15-24)			2			0
Advanced (25-32)			6			0
Proficient (33-35)			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 - K)

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			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			14			0
Beginning (0-18)			0			0
Intermediate (19-31)			4			0
Advanced (32-36)			3			0
Proficient (37-39)			7			0
Reading and Writing (Grade 9-12)						
Number Tested			14			0
Beginning (0-14)			1			0
Intermediate (15-24)			4			0
Advanced (25-32)			8			0
Proficient (33-35)			1			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)