

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0106  
Name: Kensington High School  
Principal: Geraldine Horton

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	383	295	356
Tenth	152	281	132
Eleventh	119	193	103
Twelfth	130	170	129
Ungraded Secondary	78	114	0
Total K-12 Enrollment	862	1053	720

## 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	1	0.1%	12	1.1%	15	2.1%
Black (Not Hispanic)	769	89.2%	908	86.2%	621	86.3%
Hispanic	9	1.0%	24	2.3%	19	2.6%
White (Not Hispanic)	83	9.6%	109	10.4%	65	9.0%

## 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	28	32	24
Mathematics Grade 10	20	25	26
Science Grade 10	29	23	0
Social Studies Grade 10	27	32	24

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
42	All schools in this group are secondary level schools in large cities other than New York City. The schools in this group are in the higher 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>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	2	0.3%
<b>Eligible for Free Lunch</b>	400	46.4%	500	47.5%	650	90.3%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		81.0%		81.0%		79.7%
<b>Student Suspensions</b>	91	9.9%	114	13.2%	400	38.0%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	6.6%	4.6%	9.6%
<b>Public Assistance</b>	51-60%	51-60%	91-100%
<b>Student Stability</b>	93%	64%	88%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	64
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	NA
Teachers with Temporary Licenses	NA

\*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	70	8	11%	52	3	6%	54	3	6%
Students with Disabilities	5	0	0%	16	1	6%	3	0	0%
All Students	75	8	11%	68	4	6%	57	3	5%

\*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	25	19	0	2	9	2
Percent	44%	33%	0%	4%	16%	4%

## 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)
3	0	1	4

\*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			65		80	
	Entered GED Program*			46		34	
	Total Noncompleters			111		114	
Students with Disabilities	Dropped Out			13		34	
	Entered GED Program*			10		11	
	Total Noncompleters			23		45	
All Students	Dropped Out	56	6.5%	78	7.4%	114	15.8%
	Entered GED Program*	0	0.0%	56	5.3%	45	6.3%
	Total Noncompleters	56	6.5%	134	12.7%	159	22.1%

\*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)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	10	90%	1	#
Science	32	59%	2	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	7	57%	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	3	#	23	87%
Science	3	#	0	0%	0	0%
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	0	0%
Global Studies	1	#	0	0%	3	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	128	131	153	21	3	28
Number Scoring 55–100	106	83	78	15	#	5
Number Scoring 65–100	67	33	47	9	#	3
Number Scoring 85–100	1	0	0	1	#	0
Percentage of Tested Scoring 55–100	83%	63%	51%	71%	#	18%
Percentage of Tested Scoring 65–100	52%	25%	31%	43%	#	11%
Percentage of Tested Scoring 85–100	1%	0%	0%	5%	#	0%
<b>Mathematics A</b>						
Number Tested	167	209	210	22	11	24
Number Scoring 55–100	80	42	44	11	2	0
Number Scoring 65–100	34	17	10	7	1	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	48%	20%	21%	50%	18%	0%
Percentage of Tested Scoring 65–100	20%	8%	5%	32%	9%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	147	163	243	31	0	63
Number Scoring 55–100	123	118	144	20	0	23
Number Scoring 65–100	81	78	114	12	0	15
Number Scoring 85–100	5	4	7	1	0	0
Percentage of Tested Scoring 55–100	84%	72%	59%	65%	0%	37%
Percentage of Tested Scoring 65–100	55%	48%	47%	39%	0%	24%
Percentage of Tested Scoring 85–100	3%	2%	3%	3%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	111	139	106	20	3	20
Number Scoring 55–100	90	118	89	13	#	13
Number Scoring 65–100	66	75	74	12	#	8
Number Scoring 85–100	11	8	6	3	#	0
Percentage of Tested Scoring 55–100	81%	85%	84%	65%	#	65%
Percentage of Tested Scoring 65–100	59%	54%	70%	60%	#	40%
Percentage of Tested Scoring 85–100	10%	6%	6%	15%	#	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	262	252	216	50	0	82
Number Scoring 55–100	177	172	93	28	0	19
Number Scoring 65–100	87	95	72	8	0	14
Number Scoring 85–100	0	1	0	0	0	0
Percentage of Tested Scoring 55–100	68%	68%	43%	56%	0%	23%
Percentage of Tested Scoring 65–100	33%	38%	33%	16%	0%	17%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	194	189	198	29	5	42
Number Scoring 55–100	76	102	91	20	4	13
Number Scoring 65–100	46	35	42	11	1	6
Number Scoring 85–100	0	1	2	0	0	0
Percentage of Tested Scoring 55–100	39%	54%	46%	69%	80%	31%
Percentage of Tested Scoring 65–100	24%	19%	21%	38%	20%	14%
Percentage of Tested Scoring 85–100	0%	1%	1%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		40	42		0	3
Number Scoring 55–100		5	7		0	#
Number Scoring 65–100		0	2		0	#
Number Scoring 85–100		0	0		0	#
Percentage of Tested Scoring 55–100		12%	17%		0%	#
Percentage of Tested Scoring 65–100		0%	5%		0%	#
Percentage of Tested Scoring 85–100		0%	0%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</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 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	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 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	37	42	25	0	1	1
Number Scoring 55–100	33	33	20	0	#	#
Number Scoring 65–100	30	22	18	0	#	#
Number Scoring 85–100	21	3	0	0	#	#
Percentage of Tested Scoring 55–100	89%	79%	80%	0%	#	#
Percentage of Tested Scoring 65–100	81%	52%	72%	0%	#	#
Percentage of Tested Scoring 85–100	57%	7%	0%	0%	#	#
<b>Comprehensive Latin</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%

(Form – H)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	176	82%	126	75%	15	53%
Students with Disabilities	29	72%	4	#	5	20%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<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	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	86	86	86	21	21	21	107	107	107
Number Scoring 55–64	16	19	30	6	7	4	22	26	34
Number Scoring 65–84	46	41	41	6	5	9	52	46	50
Number Scoring 85–100	4	6	1	1	0	0	5	6	1
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)