

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-28-01-06-0010

Grade Range : 9-12

Name: West Seneca West Senior High School

Principal: Kevin J. Eberle

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	312	309	312
Tenth	319	310	329
Eleventh	310	286	328
Twelfth	318	302	317
Ungraded Secondary	155	84	79
Total K-12 Enrollment	1414	1291	1365

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	4	0.3%	4	0.3%	9	0.7%
Black (Not Hispanic)	1	0.1%	5	0.4%	9	0.7%
Hispanic	1	0.1%	2	0.2%	8	0.6%
White (Not Hispanic)	1408	99.6%	1280	99.1%	1339	98.1%

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	23	23
Mathematics Grade 10	20	25	20
Science Grade 10	22	22	19
Social Studies Grade 10	23	20	20

(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	6	0.4%	13	1.0%	2	0.2%
Eligible for Free Lunch	124	8.8%	92	7.1%	110	8.1%

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		94.9%		95.0%		94.8%
Student Suspensions	100	7.2%	92	6.5%	104	8.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.7%	6.4%	5.8%
Public Assistance	11-20%	21-30%	21-30%
Student Stability	96%	96%	85%

Staff Counts

Staff	2002–2003
Total Teachers	98
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	271	210	77%	265	224	85%	256	212	83%
Students with Disabilities	42	8	19%	32	5	16%	27	9	33%
All Students	313	218	70%	297	229	77%	283	221	78%

*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	135	93	6	9	13	27
Percent	48%	33%	2%	3%	5%	10%

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)
27	9	7	34

*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			31		24	
	Entered GED Program*			13		12	
	Total Noncompleters			44		36	
Students with Disabilities	Dropped Out			11		7	
	Entered GED Program*			10		3	
	Total Noncompleters			21		10	
All Students	Dropped Out	17	1.2%	42	3.3%	31	2.3%
	Entered GED Program*	20	1.4%	23	1.8%	15	1.1%
	Total Noncompleters	37	2.6%	65	5.0%	46	3.4%

*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		96	39
	Number of Students with Disabilities		10	23
	Number of All Students		106	62
	Percent of Enrollment		8%	5%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	13	85%	18	89%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	2	#
Spanish	0	0%	57	70%	64	78%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	5	60%	8	62%

(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	2	#	0	0%	1	#
Science	6	67%	1	#	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	24	62%	5	80%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	44	68%	55	84%
Science	16	31%	42	50%	44	59%
Reading	2	#	4	#	3	#
Writing	2	#	3	#	2	#
Global Studies	10	60%	4	#	28	36%
U.S. Hist & Gov't	24	46%	9	44%	10	60%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	348	317	348	38	33	53
Number Scoring 55–100	340	285	319	34	17	34
Number Scoring 65–100	310	252	297	16	12	28
Number Scoring 85–100	79	87	104	1	0	0
Percentage of Tested Scoring 55–100	98%	90%	92%	89%	52%	64%
Percentage of Tested Scoring 65–100	89%	79%	85%	42%	36%	53%
Percentage of Tested Scoring 85–100	23%	27%	30%	3%	0%	0%
Mathematics A						
Number Tested	77	84	365	13	14	29
Number Scoring 55–100	68	52	343	10	10	28
Number Scoring 65–100	53	42	306	6	9	22
Number Scoring 85–100	7	8	71	0	0	2
Percentage of Tested Scoring 55–100	88%	62%	94%	77%	71%	97%
Percentage of Tested Scoring 65–100	69%	50%	84%	46%	64%	76%
Percentage of Tested Scoring 85–100	9%	10%	19%	0%	0%	7%
Mathematics B (first administered June 2001)						
Number Tested	0	1	13	0	0	0
Number Scoring 55–100	0	#	8	0	0	0
Number Scoring 65–100	0	#	7	0	0	0
Number Scoring 85–100	0	#	2	0	0	0
Percentage of Tested Scoring 55–100	0%	#	62%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	54%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	15%	0%	0%	0%
Global History and Geography						
Number Tested	357	350	421	39	45	71
Number Scoring 55–100	350	326	364	36	30	41
Number Scoring 65–100	323	284	315	27	14	27
Number Scoring 85–100	96	58	90	0	0	2
Percentage of Tested Scoring 55–100	98%	93%	86%	92%	67%	58%
Percentage of Tested Scoring 65–100	90%	81%	75%	69%	31%	38%
Percentage of Tested Scoring 85–100	27%	17%	21%	0%	0%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	320	353	378	37	39	41
Number Scoring 55–100	269	339	363	14	33	32
Number Scoring 65–100	226	284	328	7	21	26
Number Scoring 85–100	96	69	140	0	1	4
Percentage of Tested Scoring 55–100	84%	96%	96%	38%	85%	78%
Percentage of Tested Scoring 65–100	71%	80%	87%	19%	54%	63%
Percentage of Tested Scoring 85–100	30%	20%	37%	0%	3%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	277	320	339	17	42	49
Number Scoring 55–100	275	319	334	17	42	46
Number Scoring 65–100	267	309	316	14	39	36
Number Scoring 85–100	43	85	100	0	2	2
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	94%
Percentage of Tested Scoring 65–100	96%	97%	93%	82%	93%	73%
Percentage of Tested Scoring 85–100	16%	27%	29%	0%	5%	4%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	353	409	322	49	42	27
Number Scoring 55–100	308	384	301	28	30	24
Number Scoring 65–100	257	356	283	16	18	22
Number Scoring 85–100	88	133	103	1	1	1
Percentage of Tested Scoring 55–100	87%	94%	93%	57%	71%	89%
Percentage of Tested Scoring 65–100	73%	87%	88%	33%	43%	81%
Percentage of Tested Scoring 85–100	25%	33%	32%	2%	2%	4%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		152	169		3	1
Number Scoring 55–100		147	150		#	#
Number Scoring 65–100		115	98		#	#
Number Scoring 85–100		7	9		#	#
Percentage of Tested Scoring 55–100		97%	89%		#	#
Percentage of Tested Scoring 65–100		76%	58%		#	#
Percentage of Tested Scoring 85–100		5%	5%		#	#
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	67	60	41	0	1	1
Number Scoring 55–100	62	55	39	0	#	#
Number Scoring 65–100	56	51	38	0	#	#
Number Scoring 85–100	19	10	16	0	#	#
Percentage of Tested Scoring 55–100	93%	92%	95%	0%	#	#
Percentage of Tested Scoring 65–100	84%	85%	93%	0%	#	#
Percentage of Tested Scoring 85–100	28%	17%	39%	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	18	11	11	0	0	0
Number Scoring 55–100	16	11	11	0	0	0
Number Scoring 65–100	16	10	10	0	0	0
Number Scoring 85–100	6	2	3	0	0	0
Percentage of Tested Scoring 55–100	89%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	91%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	18%	27%	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	112	100	158	3	1	5
Number Scoring 55–100	110	100	158	#	#	5
Number Scoring 65–100	108	99	151	#	#	5
Number Scoring 85–100	70	50	86	#	#	2
Percentage of Tested Scoring 55–100	98%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	96%	99%	96%	#	#	100%
Percentage of Tested Scoring 85–100	62%	50%	54%	#	#	40%
Comprehensive Latin						
Number Tested	20	12	19	0	1	0
Number Scoring 55–100	20	12	19	0	#	0
Number Scoring 65–100	18	12	19	0	#	0
Number Scoring 85–100	8	4	9	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	90%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	40%	33%	47%	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	361	357	47	16	9	1
Number Scoring 55–100	292	314	41	10	9	#
Number Scoring 65–100	257	293	38	5	6	#
Number Scoring 85–100	89	108	6	0	0	#
Percentage of Tested Scoring 55–100	81%	88%	87%	62%	100%	#
Percentage of Tested Scoring 65–100	71%	82%	81%	31%	67%	#
Percentage of Tested Scoring 85–100	25%	30%	13%	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	209	170	177	2	2	1
Number Scoring 55–100	184	163	159	#	#	#
Number Scoring 65–100	170	153	156	#	#	#
Number Scoring 85–100	91	99	78	#	#	#
Percentage of Tested Scoring 55–100	88%	96%	90%	#	#	#
Percentage of Tested Scoring 65–100	81%	90%	88%	#	#	#
Percentage of Tested Scoring 85–100	44%	58%	44%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	187	99%	201	99%	133	95%
Students with Disabilities	32	94%	47	87%	22	73%

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	279	279	279	35	35	35	314	314	314
Number Scoring 55–64	7	20	3	8	5	2	15	25	5
Number Scoring 65–84	176	182	191	20	19	23	196	201	214
Number Scoring 85–100	90	62	79	0	1	0	90	63	79
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)