

New York State District Report Card Comprehensive Information Report

BEDS Code: 45-06-07-04-0000

Name: Kendall Central School District

Superintendent: Dr. Michael C. O'Laughlin

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	62	68	68
First	77	56	73
Second	76	80	56
Third	81	74	81
Fourth	85	83	73
Fifth	88	83	83
Sixth	98	92	83
Ungraded Elementary	9	4	2
Seventh	96	121	98
Eighth	94	93	97
Ninth	82	103	105
Tenth	91	71	81
Eleventh	94	84	70
Twelfth	77	88	79
Ungraded Secondary	22	8	7
Total K-12 Enrollment	1132	1108	1056

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	14	1.2%	13	1.2%	12	1.1%
Black (Not Hispanic)	19	1.7%	19	1.7%	21	2.0%
Hispanic	30	2.7%	37	3.3%	31	2.9%
White (Not Hispanic)	1069	94.4%	1039	93.8%	992	93.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	16	23	17
Common Branch	21	20	22
English Grade 8	26	24	20
Mathematics Grade 8	24	19	17
Science Grade 8	27	23	18
Social Studies Grade 8	26	23	20
English Grade 10	24	24	21
Mathematics Grade 10	21	19	23
Science Grade 10	17	16	18
Social Studies Grade 10	20	25	28

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	18	1.6%	20	1.8%	17	1.6%
Eligible for Free Lunch	154	13.6%	122	11.0%	136	12.9%

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		95.6%		95.2%		95.5%
Student Suspensions	44	3.8%	41	3.6%	77	7.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.8%	10.2%	6.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	89
Total Other Professional Staff	14
Total Paraprofessionals	17
Teaching Out of Certification*	9
Teachers with Temporary Licenses	1

*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	64	48	75%	65	47	72%	74	53	72%
Students with Disabilities	9	0	0%	10	4	40%	6	0	0%
All Students	73	48	66%	75	51	68%	80	53	66%

*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	30	27	4	1	18	0
Percent	38%	34%	5%	1%	23%	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)
6	0	2	8

*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			4		3	
	Entered GED Program*			3		7	
	Total Noncompleters			7		10	
Students with Disabilities	Dropped Out			3		1	
	Entered GED Program*			0		4	
	Total Noncompleters			3		5	
All Students	Dropped Out	2	0.6%	7	2.0%	4	1.2%
	Entered GED Program*	11	3.1%	3	0.9%	11	3.2%
	Total Noncompleters	13	3.6%	10	2.8%	15	4.4%

*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		56	0
	Number of Students with Disabilities		0	0
	Number of All Students		56	0
	Percent of Enrollment		16%	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	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	80	94%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	4	#

(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	0	0%	0	0%	0	0%
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	3	#	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	14%	7	29%	15	87%
Science	6	83%	7	43%	4	#
Reading	16	56%	12	83%	11	73%
Writing	6	83%	13	77%	12	67%
Global Studies	8	25%	7	14%	10	60%
U.S. Hist & Gov't	6	50%	1	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	91	81	74	14	8	11
Number Scoring 55–100	86	78	67	10	6	5
Number Scoring 65–100	77	72	64	8	3	4
Number Scoring 85–100	21	39	28	1	0	0
Percentage of Tested Scoring 55–100	95%	96%	91%	71%	75%	45%
Percentage of Tested Scoring 65–100	85%	89%	86%	57%	38%	36%
Percentage of Tested Scoring 85–100	23%	48%	38%	7%	0%	0%
Mathematics A						
Number Tested	0	0	68	0	0	13
Number Scoring 55–100	0	0	58	0	0	5
Number Scoring 65–100	0	0	48	0	0	5
Number Scoring 85–100	0	0	4	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	85%	0%	0%	38%
Percentage of Tested Scoring 65–100	0%	0%	71%	0%	0%	38%
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	0%	8%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	83	77	81	9	10	10
Number Scoring 55–100	81	72	76	7	5	6
Number Scoring 65–100	79	70	67	7	4	3
Number Scoring 85–100	40	18	28	1	0	0
Percentage of Tested Scoring 55–100	98%	94%	94%	78%	50%	60%
Percentage of Tested Scoring 65–100	95%	91%	83%	78%	40%	30%
Percentage of Tested Scoring 85–100	48%	23%	35%	11%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	88	85	78	14	7	10
Number Scoring 55–100	81	83	75	10	6	8
Number Scoring 65–100	71	74	70	9	3	6
Number Scoring 85–100	28	31	29	1	0	1
Percentage of Tested Scoring 55–100	92%	98%	96%	71%	86%	80%
Percentage of Tested Scoring 65–100	81%	87%	90%	64%	43%	60%
Percentage of Tested Scoring 85–100	32%	36%	37%	7%	0%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	71	68	70	5	4	6
Number Scoring 55–100	70	67	67	4	#	4
Number Scoring 65–100	69	65	64	3	#	3
Number Scoring 85–100	17	13	22	0	#	0
Percentage of Tested Scoring 55–100	99%	99%	96%	80%	#	67%
Percentage of Tested Scoring 65–100	97%	96%	91%	60%	#	50%
Percentage of Tested Scoring 85–100	24%	19%	31%	0%	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	65	87	82	1	10	8
Number Scoring 55–100	61	81	80	#	6	7
Number Scoring 65–100	55	78	76	#	4	7
Number Scoring 85–100	21	41	37	#	0	0
Percentage of Tested Scoring 55–100	94%	93%	98%	#	60%	88%
Percentage of Tested Scoring 65–100	85%	90%	93%	#	40%	88%
Percentage of Tested Scoring 85–100	32%	47%	45%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		51	59		1	1
Number Scoring 55–100		45	51		#	#
Number Scoring 65–100		36	32		#	#
Number Scoring 85–100		5	6		#	#
Percentage of Tested Scoring 55–100		88%	86%		#	#
Percentage of Tested Scoring 65–100		71%	54%		#	#
Percentage of Tested Scoring 85–100		10%	10%		#	#
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	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 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	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 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	40	43	47	0	0	0
Number Scoring 55–100	40	42	47	0	0	0
Number Scoring 65–100	40	42	45	0	0	0
Number Scoring 85–100	27	31	24	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	98%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	68%	72%	51%	0%	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	103	85	29	4	2	2
Number Scoring 55–100	85	62	23	#	#	#
Number Scoring 65–100	76	47	20	#	#	#
Number Scoring 85–100	30	21	3	#	#	#
Percentage of Tested Scoring 55–100	83%	73%	79%	#	#	#
Percentage of Tested Scoring 65–100	74%	55%	69%	#	#	#
Percentage of Tested Scoring 85–100	29%	25%	10%	#	#	#
Sequential Mathematics, Course III						
Number Tested	64	63	58	1	1	1
Number Scoring 55–100	60	60	49	#	#	#
Number Scoring 65–100	60	59	44	#	#	#
Number Scoring 85–100	38	30	20	#	#	#
Percentage of Tested Scoring 55–100	94%	95%	84%	#	#	#
Percentage of Tested Scoring 65–100	94%	94%	76%	#	#	#
Percentage of Tested Scoring 85–100	59%	48%	34%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	12	83%	8	75%	3	#
Students with Disabilities	10	90%	5	60%	6	67%

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	75	3%	13%	71%	13%
	Students with Disabilities	12	8%	17%	75%	0%
	All Students	87	3%	14%	71%	11%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	89	0%	30%	63%	7%
	Students with Disabilities	12	0%	58%	42%	0%
	All Students	101	0%	34%	60%	6%

(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	1	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	75	75	75	8	8	8	83	83	83
Number Scoring 55–64	0	4	1	1	1	1	1	5	2
Number Scoring 65–84	31	35	40	4	4	4	35	39	44
Number Scoring 85–100	42	33	32	0	0	0	42	33	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)