



# Kenmore West High School 2016-2017 Annual Report



**Kenmore-Town of Tonawanda UFSD**

*We educate, prepare, and inspire all students  
to achieve their highest potential.*

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## 1. School Description

Kenmore West High School is one of two comprehensive high schools that serve the Village of Kenmore and the Town of Tonawanda in the Buffalo metropolitan area of Western New York. Ken-Ton is a suburban district serving 90,000 citizens and enrolls over 8,000 pupils from ethnically, socially and economically diverse neighborhoods. Kenmore West encompasses 98 classrooms, 9 computer labs, 3 gymnasiums, a library media center and 19 acres of athletic fields.

Kenmore West High School serves students in grades 8-12 within the Kenmore Town of Tonawanda UFSD. It is located at 33 Highland Parkway, Buffalo NY. For the 2016-2017 school year we had 1585 students enrolled. Of those students we had 327 eighth graders, 283- ninth graders and 326 tenth graders, 318 eleventh graders and 331 twelfth graders. Our school serves a diverse population with 79% of our students being white, 7% identified as African American, and 8% hispanic.

Kenmore West offers rigorous college and career preparatory programs and curricula in Science, Technology, Engineering, Art, and Mathematics (STEAM) Education, as well as in the Humanities. Our school offers a dynamic student life with a comprehensive athletics program as well as clubs/activities, internships, and community and service opportunities.

Our school is one of the few high schools in Western New York that offers the International Baccalaureate Diploma Programme, Project Lead the Way Pre-Engineering Program, as well as four different Career Academies. Our school has very successful arts, music, and theatre programs. We also provide our students a variety of opportunities through comprehensive athletics and extracurricular programs.

Transportation to our school is provided for any student who lives 1 mile from the school. The school serves breakfast and lunch. The school participates in the federal lunch program and can provide both free and reduced lunch pricing for eligible students.

The Kenmore West Community appreciates and values a diverse community of learners who come together to support the Blue Devil Community.

## 2. Mission Statement

The primary purpose of Kenmore West High School is the development of knowledgeable, principled, and compassionate young adults, through academic, personal, and occupational experiences, in preparation for an ever changing global landscape.

To accomplish this, the administration, faculty, staff, and community work together to provide opportunities for student growth. Through an integrated curriculum, students are given opportunities to acquire knowledge and skills that will develop their potential as active lifelong learners.

All Kenmore West High School Students will:

- Solve problems using creative and critical thinking
- Use research and technological skills to locate, access, organize, evaluate and present information
- Communicate effectively
- Participate in service learning and community service opportunities
- Practice personal wellness

As a school, we espouse the following values which shape and guide all our educational practices:

- We promote critical thinking.
- We value effective communication.
- We believe technology enriches student learning.
- We value collaborative learning.
- We respect diversity.
- We believe physical wellness is part of a rewarding lifestyle.
- We believe an aesthetic education benefits all students.
- We believe all students deserve an equitable education
- We promote high expectations and a rigorous curriculum
- We believe students should be active participants in their own learning.

### 3. Executive Summary

Kenmore West High School has had a successful year. We started with 1585 students, grades 8-12 and ended with 1563.

The Kenmore West Class of 2017 included 301 graduates. These graduates include the following designations:

- Regents Diploma with Honors: 4
- Regents Diploma with Technical Endorsement: 34
- Regents Diploma with Advanced Designation: 64
- Regents Diploma with Advanced Designation and Technical Endorsement: 16

To earn a Regents Diploma with the Advanced Designation, students must have passed two additional math exams and one additional science exam. They must also have taken two extra years of foreign language study. To earn the additional Honors designation, students must have completed all exams with a score of 90 or better. To earn a Technical Endorsement, students must have successfully completed the requirements of a New York State-certified career and technical education program.

The IB Program includes some of the most rigorous high school coursework in the world, and Ken-Ton IB graduates have been accepted into some of the most selective colleges in the U.S. while earning significant scholarship awards and college credit. For the Class of 2017, 83% of our IB students earned the full IB Diploma.

The Class of 2017 also included 9 students who successfully completed the requirements of the Career Academies. We did have thirty three students drop out.

Our main student achievement focus this year, as a district, was to improve proficiency and mastery for Literacy and Numeracy as well as decrease the number of chronically absent students and major behavioral offenses. In order to make improvements we worked as a team to develop our Student Engagement Plan. In this plan we identified various activities that we felt would promote student growth in the above mentioned areas. Overall we were able to implement most of these action steps, however the school culture action plan was not completed this school year for the school/district.

### ***ELA***

For ELA we had two action items, one was focused on student behavior the other was on teacher behavior. We wanted to make sure our students were interacting with text in such a way as to ensure we were developing college and career readiness skills. We wanted them to have multiple experiences with completing authentic task that called on them to look deeply at a text to develop opinions and be able to use the text to justify and defend their argument. Students needed to shown the value of questioning, predicting, visualizing, summarising and making clarifications while reading text. The metric to measure these activities is hard. We looked at lesson plans to see the extent this was viable, but realized the real value would be in the delivery. Having our English department work more closely with the Instructional Coach, maybe meeting once a month would help to ensure the students were getting the rich experience that were proposed. We also realized that this needs to be extended out of the English classroom. These authentic tasks should be happening in all content areas, which will be part of our plan for next year. All departments should be using the Instructional Coaches to support how to find, develop and deliver these tasks.

The school as a whole undertook a book study utilizing, *Leaders of their Own Learning*. At each department meeting some time was spent on this ongoing discussion as seen in meeting minutes. What was amazing, though was the realization by the staff that even though the book's title implies the change the students will make, in reality the teachers need to change and shift expectations for what students are responsible for, before they can own their learning. Great discussions occurred in isolation, we need to come back to this to work as a whole school to determine what we will need to do to see these changes take place.

## ***Math***

In math we also worked on implementing a variety of action steps to help drive increased proficiency rates. We required teachers to have posted and unpacked learning targets for all students. Over this first year of implementation this was more done at a compliance level, which did help most of the students with owning their learning each day. Teachers were using formative assessments with their students, but teachers were not all comfortable with adjusting and differentiating their lessons based on this data. Our teachers in the math department committed to implementing Google Classroom. However, after staffing changes, we did not have the dedication and commitment needed for this to happen. Our math teachers did not take advantage of the secondary math coach for support with content, but rather asked more about technology integration. We feel to make it more effective in the future we will need to schedule time to meet with the coaches and my department chair to better understand what types of supports our teachers could get and most use and then work together to schedule both department meeting supports and potential content area coaching opportunities. The math coach could also be supporting teachers with the use of differentiation based on their formative assessment data.

## ***School Culture and Participation***

### ***Attendance***

We also continue to implement several student responsive interventions, including our Attendance Deans, School Social Worker, Psychologists, and Truancy Intervention Program. This school year our effort will be expanded as part of our 2017-2018 School Engagement Attendance Action Plan. We will formally launch our “*Attend Today, Achieve Tomorrow*” campaign.

### ***School Culture***

As a school we continue to work on maintaining a positive learning culture for our students. Several years ago we began implementing Positive Behavior Interventions and Supports (PBIS). Our PBIS Universal Team works diligently with all staff to communicate clear behavior expectations, collect and analyze school behavior data, identify behavior priorities, and provide incentives for positive behaviors.

During the 2016-2017 school year we implemented the Link Crew Program. *Link Crew* is a comprehensive orientation, mentoring, leadership development, and academic support program. This program has been implemented successfully in schools regionally, nationally, and internationally. *Link Crew* is designed to empower students to be leaders, to have a strong sense of belonging and purpose, and to develop skills that will promote the success of themselves and others within their school and community. We feel fortunate and excited to have *Link Crew* at Kenmore West!

For the 2017-2018 school year, we are excited to be providing a new Grade 8 Seminar! All grade 8 students will be enrolled in this one semester course that meets one day per six day cycle. Seminar is designed to support our newest students in transitioning successfully into high school. The topics that will be addressed in seminar, include: Introduction/Purpose of the Class; Expectations; Growth Mindset; Bullying/Harassment and Upstander vs. Bystander; Study Skills; Post-Secondary Planning; Naviance; and Resume Writing; Soft Skills and Communication; Advice from a Senior; Social Media; and Academic Advisement.

We were successful as measured by the growth we saw in our students and staff.

4. Staffing

2016-2017 Staffing		
<b>Administration</b>	<b>Number</b>	<b>FTE</b>
Principals	1	1.0
Operations Principal	1	1.0
Assistant Principals	2	1.6
<b>Teaching Staff</b>	<b>Number</b>	<b>FTE</b>
Tenured Teachers	157	145
Non-tenured Teachers	10	4
<b>Other Faculty</b>	<b>Number</b>	<b>FTE</b>
Counselors	9	8
Librarians	1.6	1.6
<b>School Support Staff</b>	<b>Number</b>	<b>FTE</b>
Clerical/Administrative	15	10
Teaching Assistance	3	3
Custodial	12	12
Cafeteria	10	10

5. Student Enrollment by grade level- Historical for 3 years

Grade Level	Projected 2017-2018	Actual 2016-2017	Actual 2015-2016	Actual 2014-2015
8	243	327	NA	NA
9	290	283	330	325
10	244	326	317	339
11	266	318	323	348
12	273	331	344	312

## 6. Student Attendance

Year	Attendance Category			
	Overall ADA	Chronic Absenteeism--The number of students who have missed school		
		0-4% Days	5-9% Days	10%+ Days
2016-2017	90.67%	56%	24%	20%
2015-2016	91.16%	50%	26%	24%

## 7. Student Behavior

Year	Behavior Category				
	Overall Number of Instructional Days Missed	Category			
		ISS (1 incident only)	ISS (multiple incidents)	OSS (1 incident only)	OSS (multiple incidents)
2016-2017	1063 Days	77 students	62 students	73 students	16 students
2015-2016	1211 Days	79 Students	89 students	40 students	15 students
2014-2015	956 Days	83 students	62 students	57 students	17 students

## 8. Academic Achievement 2016-2017 School Year

Assessment	% Passing 65% or greater	% Aspirational 75% or greater	% Mastery 85% or greater
Algebra I Common Core	81%	65%	20%
Geometry Common Core	63%	31%	6%
Algebra II Common Core	95%	75%	13%
Global History Regents	75%	58%	37%
US History Regents	92%	83%	63%
English Regents	91%	82%	65%
Living Environment	82%	62%	29%



<b>Regents</b>			
<b>Earth Science Regents</b>	73%	46%	19%
<b>Chemistry Regents</b>	58%	25%	7%
<b>Physics Regents</b>	85%	73%	44%

### 9. Academic Progress

<b>Assessment</b>	<b>Grade</b>	<b>% Scoring 75% or better 2016-2017</b>	<b>% Scoring 75% or better 2015-2016</b>	<b>% Scoring 75% or better 2014-2015</b>
<b>English Regents</b>	<b>Normally 11</b>	67%	73%	60%
<b>Algebra I Regents</b>	<b>Normally 9</b>	42%	51%	41%

### 10. Yearly Highlights

- 29 students were awarded International Baccalaureate Diploma
- 83% of International Baccalaureate seniors were received the IB Diploma
- NFL Baseball Champions (first title since 1993)
- Boy's Basketball Tri-Champions
- Boy's Ice Hockey Federation Division 4 Champions and Sectional Finalists
- Rifle Sectional Champions
- 18 NYS Scholar Athlete Teams (roster carries a 90% GPA)
- 8 students recognized as All WNY- Student athletes

### 11. High Schools Only – On Track for Graduation/College and Career Readiness

<b>Measure</b>	<b>Percentage</b>
<b>Percentage of 9th grade students earning a total of four or more combined credits in at least four of the following subjects: ELA, mathematics, science, social studies, and/or world languages.</b>	84%
<b>Percentage of Students with AP (3 or better)</b>	24%
<b>Percentage of Students with IB (4 or better)</b>	10%
<b>Percentage of Students with CTE approved industry credential</b>	5%
<b>Percentage of Students with College credit earned with a B or better through dual enrollment</b>	3%

12. High School Only – Graduation Rate

School Year	4 year Cohort	5 year Cohort	6 year Cohort
2016-2017	87%	87%	Not Available
2015-2016	89%	89%	89%
2014-2015	88%	88%	88%

13. Enrollment number for students enrolled in a school specific program such as IB, career academy, gifted and talented.

Program	Enrollment 2016-2017	Enrollment 2015-2016	Enrollment 2014-2015
IB	41	47	51
CTE Pre-engineering	110	85	65
CTE Information Technology	2	3	6
CTE Virtual Enterprise and Finance Academy	11	10	8
CTE Networking	3	6	12

14. Future Resources for school year 2018-2019

Resource Requested	Amount	Rationale	Projected Impact
Cultural Sensitivity and Awareness Training for all staff	\$2,500	Increase staff cultural sensitivity and awareness.	Improve school culture
Anti-Bullying/ Harassment/ DASA Training	\$2,500	Attend seminars and conferences on best practices	These committee members can then serve as turnaround trainers for our staff
iReady or some other program for AIS grade 8	\$30 per students in AIS, \$5 for all students for diagnostic \$2500	Targeted Rti materials to be used with students in AIS classes	Students in AIS showing growth with personalized instruction