



Kenmore-Town of Tonawanda UFSD

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

**2016-2017 Annual Report
Kenmore East High School**

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1. School Description

Kenmore East High School, an International Baccalaureate World School, serves students in grades 8-12 within the Kenmore Town of Tonawanda Union Free School District, and is located at 350 Fries Road, Tonawanda, NY 14150. For the 2016-2017 school year we had 1223 students enrolled. Of those students we had 215 eighth graders, 244 ninth graders, 271 tenth graders, 223 eleventh graders and 244 twelfth graders. Our school serves a diverse population with 84% of our students being White, 7% African American, 4% Hispanic, 2% Asian, 1% American Indian, and 2% multiracial. Transportation to our school is provided for any student who lives at least 1 mile from the school. The school participates in the federal lunch program and provides both free and reduced breakfast and lunch pricing for eligible students.

Students are offered a wide variety of course choice as well as different programs that result in graduation. Kenmore East and Kenmore West are two of only four schools in the eight counties of Western New York that offer the prestigious IB Program. Additionally we offer four different career academies: Virtual Enterprise, Pre-Engineering, Computer Networking and Technology and Information Technology. Additionally, Kenmore East offers a full complement of Advanced Placement coursework as well as opportunities for students to participate in regional BOCES vocational programs.

Students can challenge themselves not only academically, but also through sports and extracurricular activities. Currently our school offers 21 varsity sport teams along with 15 junior varsity teams. Students can participate in any or all of our 64 different clubs and activities, such as Drama Club, Gay-Straight Alliance, Human Rights Club, Model U.N., Stage Crew and Wilderness Club. Students from very different backgrounds are able to come together in one inclusive community to support the Bulldogs.

2. Mission Statement

The mission of Kenmore East is as follows:

Kenmore East High School is dedicated to creating a learning environment which challenges each student to become a self-directed, knowledgeable thinker who is a caring, principled and well-rounded member of our global culture. Through diverse academic and social programs, we will inspire students to be lifelong learners driven to achieve their highest potential.

Our work as a building leadership team was guided by the KenTon District Core Values:

- Passion for Excellence
- Respect for All
- Trust
- Empathy
- Integrity
- Teamwork

All Kenmore East High School students will do the following:

- 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.

3. Executive Summary

Kenmore East High School has had a successful year. We started with 1223 students, grades 8-12 and ended with 1215.

The Kenmore East Class of 2017 included 213 graduates. Of those, 36 earned an Advanced Regents Diploma; 21 earned an Advanced Regents Diploma with Honors; 30 earned a Technical Endorsement on their Regents Diploma; and 30 were National Honor Society (NHS) members.

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 Kenmore East Class of 2017 included 17 candidates for the IB Diploma. 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.

The Class of 2017 also included 11 students who successfully completed the requirements of the Career Academies.

We did have six students drop out. The others left for a variety of reasons, including four who finished graduation requirements early.

Our focus in the district was student engagement, specifically to improve our ELA and Mathematics proficiency and decrease the number of chronically absent students and suspensions. 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 we were not able to implement all of

them at the level we hoped.

ELA

Our English teachers implemented an instructional focus on engaging students in interacting with text and with each other in classroom and online discussions about text in ways that stimulate questioning, predicting, visualizing, summarizing, and clarifying, preferably in the process of completing authentic tasks. Additionally, there was a concerted effort on using the 'consume critique and produce' strategy (CCP) in which students analyzed sample anchor papers along with assessment rubrics to determine what is needed to achieve a high-level score on specific writing tasks.

The school as a whole undertook a book study utilizing *Leaders of their Own Learning* by Leah Rugen, Libby Woodfin and Ron Berger. 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.

Our passing rate on the English CC Regents Exam as of June 2017 was 93% and our rate of mastery (score of 85% or higher) was 63%.

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 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

As part of our focus on maximizing student engagement, we tracked attendance rates and connected with students and families of excessively tardy and/or absent students in an effort to improve attendance. Families were engaged on a variety of ways, including through personal conversations with teachers, counselors, school psychologists and administrators; via letters sent home every five weeks; through connections with our KenTon Family Support Center and other supportive outside agencies; and through our Town of Tonawanda Truancy Intervention Program (TIP) in coordination with the Town of Tonawanda Police Department.

As we look ahead to 2017-18, and with the anticipated mandates of the Every Student Succeeds Act (ESSA), we will set a standard of expectation for all students to maintain attendance rates of 90% or better.

School Culture

A unique aspect of our school culture this year was that we welcomed new 8th and 9th graders to the building as a result of the district consolidation. We are proud that Kenmore East is part of a multi-national high school transition program, Link Crew, which welcomes all new students, helping them to feel comfortable and connected throughout the first year of their high school experience. Link Crew is based upon the belief that students can help students succeed. The foundation of Link Crew began with the training of several Kenmore East upperclassmen as Link Crew Leaders. These leaders were hand selected from a large pool of applicants, and met the qualifications of being excellent role models and positive leaders on our campus.

Link Crew Leaders helped guide novice students to discover what it takes to be successful during the transition to high school through activities such as a summer orientation and tour, team-building exercises and academic assistance interventions throughout the year.

Our positive behavior intervention plan, called “Bulldog Pride”, focused on rewarding students intermittently for expected positive behavior such as arriving on time to class, maintaining a clean table in the cafeteria, and random acts of kindness to peers, faculty and staff. Students had opportunities to trade “Bulldog Tags” they earned for a variety of gift cards, activities and rewards such as Paint Night, a chance to win a yearbook, Prom tickets and other drawings.

In addition, students were provided Bulldog Tags which they used to reward staff members they valued. The winner of a monthly staff drawing earns a designated

parking spot.

Looking ahead to 2017-18, our PBIS (Positive Behavioral Intervention and Supports) Team will use a data-driven approach to examine levels of student engagement with goals of increasing positive relationships between and among students and staff, building culturally responsive practices, and creating school-wide monthly celebrations to build spirit and camaraderie for all.

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

Grade Level	Projected 2017-2018	Actual 2016-2017	Actual 2015-2016	Actual 2014-2015
8	240	240	NA	NA
9	240	270	207	234
10	270	225	243	240
11	225	240	240	225
12	240	244	232	249

5. Staffing

2016-2017 Staffing		
Administration	Number	FTE
Principal	1	1.0
Operations Principal	1	1.0
Assistant Principal	1	1.0
Teaching Staff	Number	FTE
Tenured Teachers	115	108
Non-tenured Teachers	14	8
Other Faculty	Number	FTE
Counselors	5	5.0
Librarian	1	1.0
School Support Staff	Number	FTE
Clerical/Administrative	9	8
Teaching Assistants	2	2
Custodial	10	10
Cafeteria	10	1

6. Student Attendance

Year	Attendance Category	
	Overall ADA	Chronic Absenteeism--The number of students who have missed school

		>15 Days	>25 Days	>50 Days
2016-2017	96.2%	120 Students	45 Students	12 Students
2015-2016	95.4%	100 Students	56 Students	17 Students
2014-2015	97.5%	95 Students	35 Students	14 Students

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)	Expulsion (without services)	Expulsion (with services)
2016-2017	1056 Days	85 students	73 students	92 students	12 students	0 student	0 students
2015-2016	296 Days	40 Students	20 students	28 students	1 students	0 student	0 student
2014-2015	288 Days	49 students	22 students	31 students	3 students	0 student	0 students

8. Academic Achievement 2016-2017 School Year

Assessment	% Passing 65% or greater	% Aspirational 75% or greater	% Mastery 85% or greater
Algebra Regents	86%	54%	21%
Geometry Regents	84%	84%	9%
Algebra II Regents	100%	89%	17%
Global History Regents	77%	59%	41%
US History Regents	93%	81%	64%
English Regents	93%	77%	63%
Living Environment Regents	79%	58%	28%

Earth Science Regents	62%	37%	9%
Chemistry Regents	58%	38%	20%
Physics Regents	39%	11%	0%
French Regents	91%	n/a	40%
Spanish Regents	93%	n/a	53%
German Regents	91%	n/a	30%

9. Academic Progress

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

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

Measure	Percentage
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.	84%
Percentage of Students with AP (3 or better)	24%
Percentage of Students with IB (4 or better)	10%
Percentage of Students with CTE approved industry credential	5%
Percentage of Students with College credit earned with a B or better through dual enrollment	3%

11. High School Only – Graduation Rate

School Year	4 year Cohort	5 year Cohort	6 year Cohort
2016-2017	90%	91% (June rate)	-----not yet
2015-2016	93%	90%	90%

2014-2015	91%	90%	90%
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12. 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

13. Yearly Highlights

- 17 International Baccalaureate Diploma Candidates.
- 21 graduates with Regents with Advanced Designation with Honor.
- 36 graduates with Regents with Advanced Designation.
- 11 Career Academies graduates.
- 21 graduates from Vocational Education programs.
- The Varsity Girls Basketball team achieved the NFL League Championship (14-0 league record).
- Six Scholar Athlete Teams (the total GPA for 75% of the roster is 90% or above):
 - Cheerleading
 - Ice Hockey - girls
 - Indoor Track - girls
 - Indoor Track - boys
 - Rifle
 - Swimming/Diving - boys
- Four Individual Scholar Athlete Teams (Individuals with a 90% or above GPA):
 - Basketball - boys
 - Basketball - girls
 - Bowling - girls
 - Sectional Sportsmanship Award Girls Basketball
- One Bulldog was top goalkeeper in Western New York this season, being named 1st team ALL-WNY Goalkeeper Boys Soccer.
- Hundreds of students participated in our annual Join the Winners event on March 3 and raised and donated \$2,500.00 to the Kids Escaping Drugs Telethon to

benefit the W.N.Y. Renaissance House.

- The Kenmore East Alumni Association once again recognized several former students, inducting eight talented individuals to the Kenmore East Performing Arts Hall of Fame, and eight honorees to the Kenmore East Hall of Distinction.
- The Kenmore East Team won first prize in the Clay Olympics at Buffalo State College.
- Orchestra seniors were awarded with the National Orchestra Award and The Director's Award for Orchestra.
- Chamber Singers received a Gold with Distinction rating at the New York State School Music Association Major Choral evaluations in May.
- A 9th grade student was one of the winners in the Buffalo Manufacturing Works Annual Wind Turbine 3D Print Competition held in May.
- A group of 8th-grade students won 1st place in the 2017 Cupcake Wars Challenge at the KenTon Career and Technical Center on May 19.
- French Quarter Hounds quintet, winners of the 2016 Music is Art Battle of the Bands, performed at multiple venues, including Albright-Knox Art Gallery, Sportsmans Tavern, and many special events at Kenmore East and beyond.

14. Future Resources for school year 2018-2019

Resource Requested	Amount	Rationale	Projected Impact
PBIS funding	\$2500 materials and supplies AND 90 paid summer hours for PBIS Team members	Research-based system of intermittent rewards for expected, positive behaviors strengthens school culture, increases academic engagement for students	Measureable reduction in students being sent to ISS room from class, maximizing instructional time for students
Attendance funding	\$1000	ESSA accountability moving toward inclusion of attendance as a measure; embedding systems of motivation and celebration will help us move all students to attendance rates of 90% or higher	Quarterly recognition assemblies, award certificates for students with exemplary or improved attendance rates
iReady or some other	\$30 per students in	Targeted AIS/Rti	Students in AIS

program for AIS grade 8	AIS, \$5 for all students for diagnostic \$2500	materials to be used with students	showing growth with personalized instruction
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