

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-02-03-06-0013
 Name: Williamsville East High School
 Principal: Neal Miller

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	268	233	256
Tenth	251	272	239
Eleventh	255	253	270
Twelfth	281	250	253
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1055	1008	1018

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	86	8.2%	90	8.9%	94	9.2%
Black (Not Hispanic)	28	2.7%	28	2.8%	25	2.5%
Hispanic	8	0.8%	7	0.7%	11	1.1%
White (Not Hispanic)	933	88.4%	883	87.6%	888	87.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	0	18	0
Mathematics Grade 10	23	27	23
Science Grade 10	22	23	22
Social Studies Grade 10	22	23	24

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	16	1.5%	19	1.9%	11	1.1%
Eligible for Free Lunch	15	1.4%	20	2.0%	27	2.7%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.0%		95.7%		96.2%
Student Suspensions	71	6.9%	84	8.0%	74	7.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.0%	1.0%	1.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	96%	96%

Staff Counts

Staff	2003-04
Total Teachers	67
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	234	213	91%	245	205	84%	215	190	88%
Students with Disabilities	23	7	30%	12	5	42%	25	11	44%
All Students	257	220	86%	257	210	82%	240	201	84%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	181	34	3	6	7	9
Percent	75%	14%	1%	3%	3%	4%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
25	11	2	27

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	3		1		4	0.4%
	Entered GED Program*	7		5		5	0.5%
	Total Noncompleters	10		6		9	1.0%
Students with Disabilities	Dropped Out	4		1		0	0.0%
	Entered GED Program*	2		1		2	2.0%
	Total Noncompleters	6		2		2	2.0%
All Students	Dropped Out	7	0.7%	2	0.2%	4	0.4%
	Entered GED Program*	9	0.9%	6	0.6%	7	0.7%
	Total Noncompleters	16	1.5%	8	0.8%	11	1.1%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	875	828	923
	Number of Students with Disabilities	90	90	95
	Number of All Students	965	918	1018
	Percent of Enrollment	91%	91%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	3	#
German	1	#	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	71	92%	59	100%	60	97%
Spanish	0	0%	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	8	75%	4	#	5	80%
Spanish	0	0%	0	0%	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	1	#	1	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	79%	10	60%	13	92%
Science	8	75%	9	56%	13	85%
Reading	4	#	6	83%	6	100%
Writing	3	#	8	100%	7	100%
Global Studies	10	70%	14	57%	12	83%
U.S. Hist & Gov't	10	90%	10	70%	6	67%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	257	258	282	11	29	18
Number Scoring 55-100	256	242	276	11	21	14
Number Scoring 65-100	251	235	268	10	19	8
Number Scoring 85-100	167	114	145	3	0	2
Percentage of Tested Scoring 55-100	100%	94%	98%	100%	72%	78%
Percentage of Tested Scoring 65-100	98%	91%	95%	91%	66%	44%
Percentage of Tested Scoring 85-100	65%	44%	51%	27%	0%	11%
Mathematics A						
Number Tested	244	278	266	20	14	22
Number Scoring 55-100	227	272	260	14	11	18
Number Scoring 65-100	219	264	254	12	6	13
Number Scoring 85-100	145	136	170	2	1	4
Percentage of Tested Scoring 55-100	93%	98%	98%	70%	79%	82%
Percentage of Tested Scoring 65-100	90%	95%	95%	60%	43%	59%
Percentage of Tested Scoring 85-100	59%	49%	64%	10%	7%	18%
Mathematics B						
Number Tested	3	155	197	0	2	3
Number Scoring 55-100	#	147	187	0	#	#
Number Scoring 65-100	#	140	178	0	#	#
Number Scoring 85-100	#	67	75	0	#	#
Percentage of Tested Scoring 55-100	#	95%	95%	0%	#	#
Percentage of Tested Scoring 65-100	#	90%	90%	0%	#	#
Percentage of Tested Scoring 85-100	#	43%	38%	0%	#	#
Global History and Geography						
Number Tested	234	298	274	17	30	28
Number Scoring 55-100	228	284	265	17	23	26
Number Scoring 65-100	217	257	249	14	18	18
Number Scoring 85-100	89	112	147	2	1	7
Percentage of Tested Scoring 55-100	97%	95%	97%	100%	77%	93%
Percentage of Tested Scoring 65-100	93%	86%	91%	82%	60%	64%
Percentage of Tested Scoring 85-100	38%	38%	54%	12%	3%	25%
U.S. History and Government						
Number Tested	265	264	267	9	22	19
Number Scoring 55-100	262	261	264	9	20	18
Number Scoring 65-100	244	255	253	7	18	14
Number Scoring 85-100	119	155	160	2	5	4
Percentage of Tested Scoring 55-100	99%	99%	99%	100%	91%	95%
Percentage of Tested Scoring 65-100	92%	97%	95%	78%	82%	74%
Percentage of Tested Scoring 85-100	45%	59%	60%	22%	23%	21%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	239	253	238	16	17	22
Number Scoring 55-100	238	252	237	16	16	21
Number Scoring 65-100	233	247	228	15	13	17
Number Scoring 85-100	106	117	118	1	0	3
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	94%	95%
Percentage of Tested Scoring 65-100	97%	98%	96%	94%	76%	77%
Percentage of Tested Scoring 85-100	44%	46%	50%	6%	0%	14%
Physical Setting/Earth Science						
Number Tested	184	193	204	6	27	30
Number Scoring 55-100	182	184	193	6	23	22
Number Scoring 65-100	174	178	186	4	18	18
Number Scoring 85-100	75	81	66	0	2	3
Percentage of Tested Scoring 55-100	99%	95%	95%	100%	85%	73%
Percentage of Tested Scoring 65-100	95%	92%	91%	67%	67%	60%
Percentage of Tested Scoring 85-100	41%	42%	32%	0%	7%	10%
Physical Setting/Chemistry						
Number Tested	186	248	232	1	11	3
Number Scoring 55-100	180	234	227	#	9	#
Number Scoring 65-100	143	185	190	#	5	#
Number Scoring 85-100	32	41	43	#	1	#
Percentage of Tested Scoring 55-100	97%	94%	98%	#	82%	#
Percentage of Tested Scoring 65-100	77%	75%	82%	#	45%	#
Percentage of Tested Scoring 85-100	17%	17%	19%	#	9%	#
Physical Setting/Physics						
Number Tested			77			2
Number Scoring 55-100			77			#
Number Scoring 65-100			73			#
Number Scoring 85-100			30			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			95%			#
Percentage of Tested Scoring 85-100			39%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	57	60	50	0	2	0
Number Scoring 55-100	57	60	50	0	#	0
Number Scoring 65-100	56	59	50	0	#	0
Number Scoring 85-100	26	39	40	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	98%	98%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	46%	65%	80%	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	3	4	0	0	0
Number Scoring 55-100	0	#	#	0	0	0
Number Scoring 65-100	0	#	#	0	0	0
Number Scoring 85-100	0	#	#	0	0	0
Percentage of Tested Scoring 55-100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	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	126	125	113	0	2	3
Number Scoring 55-100	126	125	113	0	#	#
Number Scoring 65-100	126	125	113	0	#	#
Number Scoring 85-100	101	95	99	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	80%	76%	88%	0%	#	#
Comprehensive Latin						
Number Tested	15	22	34	0	1	1
Number Scoring 55-100	15	22	34	0	#	#
Number Scoring 65-100	15	22	34	0	#	#
Number Scoring 85-100	11	13	22	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	73%	59%	65%	0%	#	#

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	176	7	0	2	1	0
Number Scoring 55-100	175	7	0	#	#	0
Number Scoring 65-100	171	6	0	#	#	0
Number Scoring 85-100	118	2	0	#	#	0
Percentage of Tested Scoring 55-100	99%	100%	0%	#	#	0%
Percentage of Tested Scoring 65-100	97%	86%	0%	#	#	0%
Percentage of Tested Scoring 85-100	67%	29%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	104	100%	0	0%	58	97%
Students with Disabilities	8	100%	1	#	5	80%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	206	206	206	25	25	25	231	231	231
Number Scoring 55–64	1	0	0	0	2	2	1	2	2
Number Scoring 65–84	104	68	74	19	13	15	123	81	89
Number Scoring 85–100	98	137	131	2	6	5	100	143	136
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			4			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			8			0
Beginning (0-14)			0			0
Intermediate (15-24)			1			0
Advanced (25-32)			6			0
Proficient (33-35)			1			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)