

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-02-03-06-0010  
 Name: Williamsville North High School  
 Principal: William Krone

Grade Range : 9-12

## 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	362	382	352
Tenth	359	361	384
Eleventh	322	353	364
Twelfth	351	329	346
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1394	1425	1446

## 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	71	5.1%	74	5.2%	82	5.7%
Black (Not Hispanic)	36	2.6%	46	3.2%	49	3.4%
Hispanic	14	1.0%	14	1.0%	12	0.8%
White (Not Hispanic)	1273	91.3%	1291	90.6%	1303	90.1%

## 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	25	21	22
Mathematics Grade 10	26	24	26
Science Grade 10	22	22	24
Social Studies Grade 10	20	21	21

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	11	0.8%	12	0.8%	12	0.8%
Eligible for Free Lunch	50	3.6%	55	3.9%	50	3.5%

### 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		95.7%		96.4%		97.2%
Student Suspensions	54	4.0%	56	4.0%	85	6.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.1%	1.6%	1.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	5%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	100
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	303	245	81%	272	220	81%	290	253	87%
Students with Disabilities	26	8	31%	34	10	29%	33	14	42%
All Students	329	253	77%	306	230	75%	323	267	83%

\*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	240	51	3	4	13	12
Percent	74%	16%	1%	1%	4%	4%

## 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)
33	14	2	35

\*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			7		12	
	Entered GED Program*			5		12	
	Total Noncompleters			12		24	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			1		2	
	Total Noncompleters			2		3	
All Students	Dropped Out	18	1.3%	8	0.6%	13	0.9%
	Entered GED Program*	0	0.0%	6	0.4%	14	1.0%
	Total Noncompleters	18	1.3%	14	1.0%	27	1.9%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	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%	96	100%	0	0%
German	0	0%	18	100%	39	100%
Italian	0	0%	0	0%	0	0%
Latin	64	100%	27	93%	39	100%
Spanish	16	100%	195	96%	26	85%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	8	100%	0	0%
German	0	0%	2	#	3	#
Italian	0	0%	0	0%	0	0%
Latin	1	#	1	#	4	#
Spanish	1	#	11	82%	2	#

(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%	2	#	2	#
Science	7	86%	3	#	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	4	#	1	#	1	#
U.S. Hist & Gov't	11	82%	1	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	100%	22	91%	31	94%
Science	3	#	3	#	8	88%
Reading	2	#	2	#	2	#
Writing	3	#	2	#	3	#
Global Studies	2	#	5	60%	12	92%
U.S. Hist & Gov't	3	#	13	77%	7	86%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	340	326	349	31	33	42
Number Scoring 55–100	337	321	347	29	31	40
Number Scoring 65–100	331	319	347	26	30	40
Number Scoring 85–100	161	203	210	1	11	9
Percentage of Tested Scoring 55–100	99%	98%	99%	94%	94%	95%
Percentage of Tested Scoring 65–100	97%	98%	99%	84%	91%	95%
Percentage of Tested Scoring 85–100	47%	62%	60%	3%	33%	21%
<b>Mathematics A</b>						
Number Tested	49	362	404	9	31	33
Number Scoring 55–100	31	332	380	5	23	27
Number Scoring 65–100	25	298	371	4	17	25
Number Scoring 85–100	8	182	155	1	6	4
Percentage of Tested Scoring 55–100	63%	92%	94%	56%	74%	82%
Percentage of Tested Scoring 65–100	51%	82%	92%	44%	55%	76%
Percentage of Tested Scoring 85–100	16%	50%	38%	11%	19%	12%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	2	211	0	0	6
Number Scoring 55–100	0	#	198	0	0	6
Number Scoring 65–100	0	#	170	0	0	5
Number Scoring 85–100	0	#	59	0	0	0
Percentage of Tested Scoring 55–100	0%	#	94%	0%	0%	100%
Percentage of Tested Scoring 65–100	0%	#	81%	0%	0%	83%
Percentage of Tested Scoring 85–100	0%	#	28%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	367	353	392	42	43	45
Number Scoring 55–100	364	347	380	40	41	39
Number Scoring 65–100	358	335	371	36	37	35
Number Scoring 85–100	221	139	203	9	3	12
Percentage of Tested Scoring 55–100	99%	98%	97%	95%	95%	87%
Percentage of Tested Scoring 65–100	98%	95%	95%	86%	86%	78%
Percentage of Tested Scoring 85–100	60%	39%	52%	21%	7%	27%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	299	353	375	27	34	47
Number Scoring 55–100	296	342	369	27	30	44
Number Scoring 65–100	289	327	359	27	23	39
Number Scoring 85–100	190	159	232	8	5	14
Percentage of Tested Scoring 55–100	99%	97%	98%	100%	88%	94%
Percentage of Tested Scoring 65–100	97%	93%	96%	100%	68%	83%
Percentage of Tested Scoring 85–100	64%	45%	62%	30%	15%	30%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	335	325	377	35	36	44
Number Scoring 55–100	330	322	374	35	35	42
Number Scoring 65–100	324	317	363	34	34	35
Number Scoring 85–100	117	126	185	1	4	7
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	97%	95%
Percentage of Tested Scoring 65–100	97%	98%	96%	97%	94%	80%
Percentage of Tested Scoring 85–100	35%	39%	49%	3%	11%	16%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	329	364	321	53	52	38
Number Scoring 55–100	301	351	300	40	49	25
Number Scoring 65–100	273	339	283	34	42	21
Number Scoring 85–100	110	151	123	7	10	4
Percentage of Tested Scoring 55–100	91%	96%	93%	75%	94%	66%
Percentage of Tested Scoring 65–100	83%	93%	88%	64%	81%	55%
Percentage of Tested Scoring 85–100	33%	41%	38%	13%	19%	11%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		218	275		8	13
Number Scoring 55–100		205	264		7	13
Number Scoring 65–100		161	212		4	9
Number Scoring 85–100		28	51		0	0
Percentage of Tested Scoring 55–100		94%	96%		88%	100%
Percentage of Tested Scoring 65–100		74%	77%		50%	69%
Percentage of Tested Scoring 85–100		13%	19%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	64	58	92	0	0	0
Number Scoring 55–100	63	57	92	0	0	0
Number Scoring 65–100	62	56	91	0	0	0
Number Scoring 85–100	30	32	68	0	0	0
Percentage of Tested Scoring 55–100	98%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	97%	99%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	55%	74%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
Number Tested	23	23	17	1	1	1
Number Scoring 55–100	23	23	17	#	#	#
Number Scoring 65–100	23	23	17	#	#	#
Number Scoring 85–100	13	13	10	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	57%	57%	59%	#	#	#
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	114	126	160	1	4	6
Number Scoring 55–100	114	126	160	#	#	6
Number Scoring 65–100	114	126	159	#	#	6
Number Scoring 85–100	92	98	106	#	#	1
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	100%	100%	99%	#	#	100%
Percentage of Tested Scoring 85–100	81%	78%	66%	#	#	17%
<b>Comprehensive Latin</b>						
Number Tested	21	40	43	0	4	6
Number Scoring 55–100	21	40	43	0	#	6
Number Scoring 65–100	21	40	43	0	#	6
Number Scoring 85–100	15	32	26	0	#	2
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	100%
Percentage of Tested Scoring 85–100	71%	80%	60%	0%	#	33%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	326	7	20	25	2	1
Number Scoring 55–100	296	7	20	21	#	#
Number Scoring 65–100	261	6	15	15	#	#
Number Scoring 85–100	152	1	6	3	#	#
Percentage of Tested Scoring 55–100	91%	100%	100%	84%	#	#
Percentage of Tested Scoring 65–100	80%	86%	75%	60%	#	#
Percentage of Tested Scoring 85–100	47%	14%	30%	12%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	251	249	19	6	9	0
Number Scoring 55–100	217	230	18	5	9	0
Number Scoring 65–100	204	214	18	5	8	0
Number Scoring 85–100	120	125	10	0	4	0
Percentage of Tested Scoring 55–100	86%	92%	95%	83%	100%	0%
Percentage of Tested Scoring 65–100	81%	86%	95%	83%	89%	0%
Percentage of Tested Scoring 85–100	48%	50%	53%	0%	44%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	134	100%	126	99%	177	99%
Students with Disabilities	25	96%	24	96%	37	84%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	285	285	285	35	35	35	320	320	320
Number Scoring 55–64	0	1	0	1	6	3	1	7	3
Number Scoring 65–84	83	141	138	25	19	24	108	160	162
Number Scoring 85–100	198	141	145	6	5	5	204	146	150
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)