

New York State School Report Card Comprehensive Information Report

BEDS Code: 65-14-02-04-0002
 Name: Williamson Senior High School
 Principal: Douglas Lauf

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	124	127	130
Tenth	104	110	102
Eleventh	112	105	113
Twelfth	99	107	99
Ungraded Secondary	0	0	0
Total K-12 Enrollment	439	449	444

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.9%	4	0.9%	6	1.4%
Black (Not Hispanic)	21	4.8%	24	5.3%	26	5.9%
Hispanic	9	2.1%	10	2.2%	10	2.3%
White (Not Hispanic)	405	92.3%	411	91.5%	402	90.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	16	19	18
Mathematics Grade 10	10	17	16
Science Grade 10	20	20	21
Social Studies Grade 10	18	20	17

(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
50	All schools in this group are secondary level schools in school districts with average 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.5%	4	0.9%	4	0.9%
Eligible for Free Lunch	32	7.3%	41	9.1%	57	12.8%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		94.5%		94.4%
Student Suspensions	39	9.1%	58	13.2%	44	9.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	6.6%	9.1%	8.8%
Public Assistance	11-20%	1-10%	1-10%
Student Stability	95%	97%	94%

Staff Counts

Staff	2004-05
Total Teachers	39
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	72	100	77
	Regents Diplomas	51	82	69
	% Regents Diplomas	71%	82%	90%
	Regents Diplomas with Advanced Designation**			44
	% Regents Diplomas with Advanced Designation			57%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	9	4	10
	Regents Diplomas	2	0	5
	% Regents Diplomas	22%	0%	50%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			10%
	IEP Diplomas or Local Certificates	4	0	1
All Students	Total Graduates*	81	104	87
	Regents Diplomas	53	82	74
	% Regents Diplomas	65%	79%	85%
	Regents Diplomas with Advanced Designation**			45
	% Regents Diplomas with Advanced Designation			52%
	IEP Diplomas or Local Certificates	4	0	1

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	35	28	1	4	7	0	0	2
	Percent	45%	36%	1%	5%	9%	0%	0%	3%
Students with Disabilities	Number	1	7	0	0	2	0	0	0
	Percent	10%	70%	0%	0%	20%	0%	0%	0%
All Students	Number	36	35	1	4	9	0	0	2
	Percent	41%	40%	1%	5%	10%	0%	0%	2%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	7		6	1.5%	9	2.5%
	Entered GED Program*	1		1	0.2%	5	1.4%
	Total Noncompleters	8		7	1.7%	14	3.8%
Students with Disabilities	Dropped Out	2		1	1.5%	3	4.2%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	3		1	1.5%	3	4.2%
All Students	Dropped Out	9	2.1%	7	1.5%	12	2.7%
	Entered GED Program*	2	0.5%	1	0.2%	5	1.1%
	Total Noncompleters	11	2.5%	8	1.7%	17	3.9%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	91	362	368
	Number of Students with Disabilities	33	76	76
	Number of All Students	124	438	444
	Percent of Enrollment	28%	98%	100%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	3	#	9	33%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	4	#	3	#	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	5	100%	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	3	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	12	100%	8	63%
Science	4	#	2	#	4	#
Reading	0	0%	1	#	2	#
Writing	0	0%	0	0%	2	#
Global Studies	1	#	5	60%	7	14%
U.S. Hist & Gov't	3	#	0	0%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	106	105	123	10	12	21
Number Scoring 55-100	103	100	119	10	10	18
Number Scoring 65-100	98	86	108	9	6	11
Number Scoring 85-100	38	38	49	1	1	0
Percentage of Tested Scoring 55-100	97%	95%	97%	100%	83%	86%
Percentage of Tested Scoring 65-100	92%	82%	88%	90%	50%	52%
Percentage of Tested Scoring 85-100	36%	36%	40%	10%	8%	0%
Mathematics A						
Number Tested	118	153	102	14	29	12
Number Scoring 55-100	95	146	102	7	24	12
Number Scoring 65-100	84	143	101	5	22	12
Number Scoring 85-100	13	44	39	0	2	1
Percentage of Tested Scoring 55-100	81%	95%	100%	50%	83%	100%
Percentage of Tested Scoring 65-100	71%	93%	99%	36%	76%	100%
Percentage of Tested Scoring 85-100	11%	29%	38%	0%	7%	8%
Mathematics B						
Number Tested	0	66	95	0	2	5
Number Scoring 55-100	0	50	77	0	#	2
Number Scoring 65-100	0	39	58	0	#	2
Number Scoring 85-100	0	8	4	0	#	0
Percentage of Tested Scoring 55-100	0%	76%	81%	0%	#	40%
Percentage of Tested Scoring 65-100	0%	59%	61%	0%	#	40%
Percentage of Tested Scoring 85-100	0%	12%	4%	0%	#	0%
Global History and Geography						
Number Tested	99	120	104	14	22	18
Number Scoring 55-100	94	113	98	12	16	12
Number Scoring 65-100	88	103	92	10	10	10
Number Scoring 85-100	45	55	53	2	2	1
Percentage of Tested Scoring 55-100	95%	94%	94%	86%	73%	67%
Percentage of Tested Scoring 65-100	89%	86%	88%	71%	45%	56%
Percentage of Tested Scoring 85-100	45%	46%	51%	14%	9%	6%
U.S. History and Government						
Number Tested	103	99	111	10	14	18
Number Scoring 55-100	103	92	99	10	13	10
Number Scoring 65-100	95	78	92	8	8	8
Number Scoring 85-100	63	35	45	2	0	0
Percentage of Tested Scoring 55-100	100%	93%	89%	100%	93%	56%
Percentage of Tested Scoring 65-100	92%	79%	83%	80%	57%	44%
Percentage of Tested Scoring 85-100	61%	35%	41%	20%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	116	131	123	24	33	24
Number Scoring 55-100	114	118	117	22	24	20
Number Scoring 65-100	106	107	107	16	18	13
Number Scoring 85-100	29	34	38	0	1	0
Percentage of Tested Scoring 55-100	98%	90%	95%	92%	73%	83%
Percentage of Tested Scoring 65-100	91%	82%	87%	67%	55%	54%
Percentage of Tested Scoring 85-100	25%	26%	31%	0%	3%	0%
Physical Setting/Earth Science						
Number Tested	95	110	106	15	17	23
Number Scoring 55-100	93	107	99	15	14	17
Number Scoring 65-100	87	100	90	12	11	13
Number Scoring 85-100	50	42	40	4	0	3
Percentage of Tested Scoring 55-100	98%	97%	93%	100%	82%	74%
Percentage of Tested Scoring 65-100	92%	91%	85%	80%	65%	57%
Percentage of Tested Scoring 85-100	53%	38%	38%	27%	0%	13%
Physical Setting/Chemistry						
Number Tested	75	74	22	2	1	0
Number Scoring 55-100	71	68	21	#	#	0
Number Scoring 65-100	54	56	12	#	#	0
Number Scoring 85-100	6	9	1	#	#	0
Percentage of Tested Scoring 55-100	95%	92%	95%	#	#	0%
Percentage of Tested Scoring 65-100	72%	76%	55%	#	#	0%
Percentage of Tested Scoring 85-100	8%	12%	5%	#	#	0%
Physical Setting/Physics						
Number Tested		34	22		0	1
Number Scoring 55-100		34	22		0	#
Number Scoring 65-100		34	22		0	#
Number Scoring 85-100		12	10		0	#
Percentage of Tested Scoring 55-100		100%	100%		0%	#
Percentage of Tested Scoring 65-100		100%	100%		0%	#
Percentage of Tested Scoring 85-100		35%	45%		0%	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	25	22	22	2	0	0
Number Scoring 55-100	25	22	22	#	0	0
Number Scoring 65-100	24	22	22	#	0	0
Number Scoring 85-100	12	12	12	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	96%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	48%	55%	55%	#	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	62	41	42	3	1	0
Number Scoring 55-100	62	41	42	#	#	0
Number Scoring 65-100	62	41	42	#	#	0
Number Scoring 85-100	43	32	33	#	#	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	69%	78%	79%	#	#	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)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	83	83	83	14	14	14	97	97	97
Number Scoring 55–64	4	5	1	2	4	0	6	9	1
Number Scoring 65–84	34	37	25	6	8	10	40	45	35
Number Scoring 85–100	42	35	55	2	0	4	44	35	59
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		3	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 9-12)						
Number Tested		3	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	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)