

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-02-03-06-0004
 Name: Williamsville South High School
 Principal: Elvin Simmons

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	258	205	215
Tenth	260	248	218
Eleventh	234	256	256
Twelfth	254	231	255
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1006	940	944

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	22	2.2%	17	1.8%	24	2.5%
Black (Not Hispanic)	30	3.0%	24	2.6%	31	3.3%
Hispanic	7	0.7%	6	0.6%	8	0.8%
White (Not Hispanic)	947	94.1%	893	95.0%	881	93.3%

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	21	0
English Grade 10	23	24	24
Mathematics Grade 10	22	21	27
Science Grade 10	19	22	21
Social Studies Grade 10	22	25	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	3	0.3%	1	0.1%	4	0.4%
Eligible for Free Lunch	22	2.2%	11	1.2%	25	2.6%

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		95.0%		96.0%		97.3%
Student Suspensions	14	1.4%	17	1.7%	8	0.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.0%	1.0%	2.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	100%	95%

Staff Counts

Staff	2002–2003
Total Teachers	69
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	199	152	76%	170	137	81%	196	163	83%
Students with Disabilities	31	10	32%	40	22	55%	41	19	46%
All Students	230	162	70%	210	159	76%	237	182	77%

*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	175	48	1	1	8	4
Percent	74%	20%	0%	0%	3%	2%

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)
41	19	1	42

*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			5		3	
	Entered GED Program*			8		5	
	Total Noncompleters			13		8	
Students with Disabilities	Dropped Out			5		1	
	Entered GED Program*			1		6	
	Total Noncompleters			6		7	
All Students	Dropped Out	5	0.5%	10	1.1%	4	0.4%
	Entered GED Program*	18	1.8%	9	1.0%	11	1.2%
	Total Noncompleters	23	2.3%	19	2.0%	15	1.6%

*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		736	766
	Number of Students with Disabilities		204	170
	Number of All Students		940	936
	Percent of Enrollment		100%	99%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	100%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	40	93%	39	92%	17	100%
Spanish	22	77%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	6	100%	8	75%	2	#
Spanish	2	#	0	0%	0	0%

(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	1	#	0	0%	2	#
Science	3	#	0	0%	0	0%
Reading	2	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	6	83%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	93%	23	100%	21	100%
Science	5	60%	10	50%	5	100%
Reading	16	19%	7	86%	19	89%
Writing	17	29%	7	100%	15	73%
Global Studies	5	80%	14	57%	14	71%
U.S. Hist & Gov't	11	64%	14	93%	9	89%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	261	237	261	57	43	52
Number Scoring 55–100	255	232	255	51	39	46
Number Scoring 65–100	245	226	243	42	34	36
Number Scoring 85–100	58	95	146	1	5	5
Percentage of Tested Scoring 55–100	98%	98%	98%	89%	91%	88%
Percentage of Tested Scoring 65–100	94%	95%	93%	74%	79%	69%
Percentage of Tested Scoring 85–100	22%	40%	56%	2%	12%	10%
Mathematics A						
Number Tested	36	259	246	9	43	54
Number Scoring 55–100	30	248	228	7	40	41
Number Scoring 65–100	24	230	216	5	29	37
Number Scoring 85–100	4	126	77	0	5	6
Percentage of Tested Scoring 55–100	83%	96%	93%	78%	93%	76%
Percentage of Tested Scoring 65–100	67%	89%	88%	56%	67%	69%
Percentage of Tested Scoring 85–100	11%	49%	31%	0%	12%	11%
Mathematics B (first administered June 2001)						
Number Tested	0	0	154	0	0	11
Number Scoring 55–100	0	0	140	0	0	8
Number Scoring 65–100	0	0	125	0	0	5
Number Scoring 85–100	0	0	39	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	91%	0%	0%	73%
Percentage of Tested Scoring 65–100	0%	0%	81%	0%	0%	45%
Percentage of Tested Scoring 85–100	0%	0%	25%	0%	0%	0%
Global History and Geography						
Number Tested	261	244	230	48	57	36
Number Scoring 55–100	259	232	222	48	49	32
Number Scoring 65–100	250	219	212	43	42	27
Number Scoring 85–100	123	91	107	9	4	6
Percentage of Tested Scoring 55–100	99%	95%	97%	100%	86%	89%
Percentage of Tested Scoring 65–100	96%	90%	92%	90%	74%	75%
Percentage of Tested Scoring 85–100	47%	37%	47%	19%	7%	17%
U.S. History and Government (first administered June 2001)						
Number Tested	247	263	261	50	43	57
Number Scoring 55–100	228	251	257	36	38	53
Number Scoring 65–100	211	237	252	29	31	50
Number Scoring 85–100	88	83	127	4	5	9
Percentage of Tested Scoring 55–100	92%	95%	98%	72%	88%	93%
Percentage of Tested Scoring 65–100	85%	90%	97%	58%	72%	88%
Percentage of Tested Scoring 85–100	36%	32%	49%	8%	12%	16%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	361	227	249	78	35	51
Number Scoring 55–100	358	225	241	76	33	45
Number Scoring 65–100	343	219	231	68	29	40
Number Scoring 85–100	69	75	92	6	1	7
Percentage of Tested Scoring 55–100	99%	99%	97%	97%	94%	88%
Percentage of Tested Scoring 65–100	95%	96%	93%	87%	83%	78%
Percentage of Tested Scoring 85–100	19%	33%	37%	8%	3%	14%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	126	195	167	21	51	31
Number Scoring 55–100	121	189	163	18	50	28
Number Scoring 65–100	116	182	154	16	44	23
Number Scoring 85–100	56	75	98	3	6	11
Percentage of Tested Scoring 55–100	96%	97%	98%	86%	98%	90%
Percentage of Tested Scoring 65–100	92%	93%	92%	76%	86%	74%
Percentage of Tested Scoring 85–100	44%	38%	59%	14%	12%	35%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		133	126		9	8
Number Scoring 55–100		126	118		6	7
Number Scoring 65–100		100	84		6	4
Number Scoring 85–100		7	6		0	0
Percentage of Tested Scoring 55–100		95%	94%		67%	88%
Percentage of Tested Scoring 65–100		75%	67%		67%	50%
Percentage of Tested Scoring 85–100		5%	5%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	62	69	63	0	2	3
Number Scoring 55–100	62	67	63	0	#	#
Number Scoring 65–100	60	65	63	0	#	#
Number Scoring 85–100	28	21	34	0	#	#
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	#	#
Percentage of Tested Scoring 65–100	97%	94%	100%	0%	#	#
Percentage of Tested Scoring 85–100	45%	30%	54%	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	3	5	0	0	0	0
Number Scoring 55–100	#	5	0	0	0	0
Number Scoring 65–100	#	5	0	0	0	0
Number Scoring 85–100	#	3	0	0	0	0
Percentage of Tested Scoring 55–100	#	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	60%	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	68	70	80	3	1	4
Number Scoring 55–100	68	70	80	#	#	#
Number Scoring 65–100	68	69	80	#	#	#
Number Scoring 85–100	52	51	57	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	99%	100%	#	#	#
Percentage of Tested Scoring 85–100	76%	73%	71%	#	#	#
Comprehensive Latin						
Number Tested	22	22	30	2	1	3
Number Scoring 55–100	22	22	29	#	#	#
Number Scoring 65–100	22	22	27	#	#	#
Number Scoring 85–100	12	11	11	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	97%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	90%	#	#	#
Percentage of Tested Scoring 85–100	55%	50%	37%	#	#	#

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	227	7	0	27	1	0
Number Scoring 55–100	205	6	0	24	#	0
Number Scoring 65–100	194	5	0	22	#	0
Number Scoring 85–100	109	1	0	6	#	0
Percentage of Tested Scoring 55–100	90%	86%	0%	89%	#	0%
Percentage of Tested Scoring 65–100	85%	71%	0%	81%	#	0%
Percentage of Tested Scoring 85–100	48%	14%	0%	22%	#	0%
Sequential Mathematics, Course III						
Number Tested	162	169	6	14	12	0
Number Scoring 55–100	156	164	6	13	11	0
Number Scoring 65–100	151	160	6	12	9	0
Number Scoring 85–100	93	115	1	5	4	0
Percentage of Tested Scoring 55–100	96%	97%	100%	93%	92%	0%
Percentage of Tested Scoring 65–100	93%	95%	100%	86%	75%	0%
Percentage of Tested Scoring 85–100	57%	68%	17%	36%	33%	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	96	99%	76	100%	71	100%
Students with Disabilities	49	94%	20	100%	32	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
Nov 2002	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 2003	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
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

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	195	195	195	41	41	41	236	236	236
Number Scoring 55–64	0	0	0	3	6	2	3	6	2
Number Scoring 65–84	83	112	94	28	23	32	111	135	126
Number Scoring 85–100	111	79	99	7	5	4	118	84	103
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)