

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	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	205	215	253
Tenth	248	218	217
Eleventh	256	256	221
Twelfth	231	255	256
Ungraded Secondary	0	0	0
Total K-12 Enrollment	940	944	947

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	17	1.8%	24	2.5%	31	3.3%
Black (Not Hispanic)	24	2.6%	31	3.3%	35	3.7%
Hispanic	6	0.6%	8	0.8%	11	1.2%
White (Not Hispanic)	893	95.0%	881	93.3%	870	91.9%

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	21	0	0
English Grade 10	24	24	23
Mathematics Grade 10	21	27	23
Science Grade 10	22	21	22
Social Studies Grade 10	25	21	22

(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	1	0.1%	4	0.4%	6	0.6%
Eligible for Free Lunch	11	1.2%	25	2.7%	27	2.9%

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%		97.3%		96.4%
Student Suspensions	17	1.7%	8	0.9%	9	1.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.0%	2.0%	2.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	95%	95%

Staff Counts

Staff	2003-04
Total Teachers	67
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*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	170	137	81%	196	163	83%	187	158	84%
Students with Disabilities	40	22	55%	41	19	46%	51	14	27%
All Students	210	159	76%	237	182	77%	238	172	72%

*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	167	57	3	1	8	2
Percent	70%	24%	1%	0%	3%	1%

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)
51	14	1	52

*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	5		3		1	0.1%
	Entered GED Program*	8		5		3	0.4%
	Total Noncompleters	13		8		4	0.5%
Students with Disabilities	Dropped Out	5		1		1	0.6%
	Entered GED Program*	1		6		5	2.8%
	Total Noncompleters	6		7		6	3.4%
All Students	Dropped Out	10	1.1%	4	0.4%	2	0.2%
	Entered GED Program*	9	1.0%	11	1.2%	8	0.9%
	Total Noncompleters	19	2.0%	15	1.6%	10	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	736	766	787
	Number of Students with Disabilities	204	170	160
	Number of All Students	940	936	947
	Percent of Enrollment	100%	99%	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; completer 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%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	39	92%	17	100%	12	100%
Spanish	0	0%	0	0%	13	69%

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%	2	#	4	#
Spanish	0	0%	0	0%	3	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	0	0%
Science	0	0%	0	0%	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%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	100%	21	100%	8	88%
Science	10	50%	5	100%	7	43%
Reading	7	86%	19	89%	10	80%
Writing	7	100%	15	73%	10	100%
Global Studies	14	57%	14	71%	11	36%
U.S. Hist & Gov't	14	93%	9	89%	3	#

(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	237	261	226	43	52	37
Number Scoring 55-100	232	255	220	39	46	31
Number Scoring 65-100	226	243	212	34	36	26
Number Scoring 85-100	95	146	124	5	5	7
Percentage of Tested Scoring 55-100	98%	98%	97%	91%	88%	84%
Percentage of Tested Scoring 65-100	95%	93%	94%	79%	69%	70%
Percentage of Tested Scoring 85-100	40%	56%	55%	12%	10%	19%
Mathematics A						
Number Tested	259	246	246	43	54	31
Number Scoring 55-100	248	228	244	40	41	30
Number Scoring 65-100	230	216	243	29	37	29
Number Scoring 85-100	126	77	147	5	6	10
Percentage of Tested Scoring 55-100	96%	93%	99%	93%	76%	97%
Percentage of Tested Scoring 65-100	89%	88%	99%	67%	69%	94%
Percentage of Tested Scoring 85-100	49%	31%	60%	12%	11%	32%
Mathematics B						
Number Tested	0	154	145	0	11	12
Number Scoring 55-100	0	140	143	0	8	12
Number Scoring 65-100	0	125	132	0	5	9
Number Scoring 85-100	0	39	64	0	0	2
Percentage of Tested Scoring 55-100	0%	91%	99%	0%	73%	100%
Percentage of Tested Scoring 65-100	0%	81%	91%	0%	45%	75%
Percentage of Tested Scoring 85-100	0%	25%	44%	0%	0%	17%
Global History and Geography						
Number Tested	244	230	218	57	36	42
Number Scoring 55-100	232	222	207	49	32	34
Number Scoring 65-100	219	212	197	42	27	28
Number Scoring 85-100	91	107	112	4	6	6
Percentage of Tested Scoring 55-100	95%	97%	95%	86%	89%	81%
Percentage of Tested Scoring 65-100	90%	92%	90%	74%	75%	67%
Percentage of Tested Scoring 85-100	37%	47%	51%	7%	17%	14%
U.S. History and Government						
Number Tested	263	261	229	43	57	33
Number Scoring 55-100	251	257	226	38	53	30
Number Scoring 65-100	237	252	222	31	50	28
Number Scoring 85-100	83	127	148	5	9	9
Percentage of Tested Scoring 55-100	95%	98%	99%	88%	93%	91%
Percentage of Tested Scoring 65-100	90%	97%	97%	72%	88%	85%
Percentage of Tested Scoring 85-100	32%	49%	65%	12%	16%	27%

(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	227	249	269	35	51	46
Number Scoring 55-100	225	241	266	33	45	43
Number Scoring 65-100	219	231	252	29	40	35
Number Scoring 85-100	75	92	104	1	7	4
Percentage of Tested Scoring 55-100	99%	97%	99%	94%	88%	93%
Percentage of Tested Scoring 65-100	96%	93%	94%	83%	78%	76%
Percentage of Tested Scoring 85-100	33%	37%	39%	3%	14%	9%
Physical Setting/Earth Science						
Number Tested	195	167	153	51	31	30
Number Scoring 55-100	189	163	147	50	28	25
Number Scoring 65-100	182	154	134	44	23	20
Number Scoring 85-100	75	98	53	6	11	5
Percentage of Tested Scoring 55-100	97%	98%	96%	98%	90%	83%
Percentage of Tested Scoring 65-100	93%	92%	88%	86%	74%	67%
Percentage of Tested Scoring 85-100	38%	59%	35%	12%	35%	17%
Physical Setting/Chemistry						
Number Tested	133	126	186	9	8	11
Number Scoring 55-100	126	118	181	6	7	11
Number Scoring 65-100	100	84	153	6	4	9
Number Scoring 85-100	7	6	39	0	0	2
Percentage of Tested Scoring 55-100	95%	94%	97%	67%	88%	100%
Percentage of Tested Scoring 65-100	75%	67%	82%	67%	50%	82%
Percentage of Tested Scoring 85-100	5%	5%	21%	0%	0%	18%
Physical Setting/Physics						
Number Tested			31			1
Number Scoring 55-100			28			#
Number Scoring 65-100			24			#
Number Scoring 85-100			2			#
Percentage of Tested Scoring 55-100			90%			#
Percentage of Tested Scoring 65-100			77%			#
Percentage of Tested Scoring 85-100			6%			#

* 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	69	63	63	2	3	4
Number Scoring 55-100	67	63	63	#	#	#
Number Scoring 65-100	65	63	63	#	#	#
Number Scoring 85-100	21	34	40	#	#	#
Percentage of Tested Scoring 55-100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	94%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	30%	54%	63%	#	#	#
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	5	0	0	0	0	0
Number Scoring 55-100	5	0	0	0	0	0
Number Scoring 65-100	5	0	0	0	0	0
Number Scoring 85-100	3	0	0	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	60%	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	70	80	84	1	4	6
Number Scoring 55-100	70	80	84	#	#	6
Number Scoring 65-100	69	80	84	#	#	6
Number Scoring 85-100	51	57	65	#	#	4
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	99%	100%	100%	#	#	100%
Percentage of Tested Scoring 85-100	73%	71%	77%	#	#	67%
Comprehensive Latin						
Number Tested	22	30	14	1	3	1
Number Scoring 55-100	22	29	14	#	#	#
Number Scoring 65-100	22	27	14	#	#	#
Number Scoring 85-100	11	11	8	#	#	#
Percentage of Tested Scoring 55-100	100%	97%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	90%	100%	#	#	#
Percentage of Tested Scoring 85-100	50%	37%	57%	#	#	#

(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	169	6	0	12	0	0
Number Scoring 55-100	164	6	0	11	0	0
Number Scoring 65-100	160	6	0	9	0	0
Number Scoring 85-100	115	1	0	4	0	0
Percentage of Tested Scoring 55-100	97%	100%	0%	92%	0%	0%
Percentage of Tested Scoring 65-100	95%	100%	0%	75%	0%	0%
Percentage of Tested Scoring 85-100	68%	17%	0%	33%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	76	100%	71	100%	25	100%
Students with Disabilities	20	100%	32	84%	21	76%

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	183	183	183	52	52	52	235	235	235
Number Scoring 55–64	0	0	1	5	2	2	5	2	3
Number Scoring 65–84	88	69	70	38	37	42	126	106	112
Number Scoring 85–100	95	114	112	5	8	7	100	122	119
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			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			6			0
Proficient (37-39)			3			0
Reading and Writing (Grade 9-12)						
Number Tested			10			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			7			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)