

# 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	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	382	352	375
Tenth	361	384	345
Eleventh	353	364	379
Twelfth	329	346	367
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1425	1446	1466

## 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	74	5.2%	82	5.7%	86	5.9%
Black (Not Hispanic)	46	3.2%	49	3.4%	52	3.5%
Hispanic	14	1.0%	12	0.8%	11	0.8%
White (Not Hispanic)	1291	90.6%	1303	90.1%	1317	89.8%

## 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	21	22	22
Mathematics Grade 10	24	26	22
Science Grade 10	22	24	18
Social Studies Grade 10	21	21	21

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	12	0.8%	12	0.8%	13	0.9%
<b>Eligible for Free Lunch</b>	55	3.9%	50	3.5%	52	3.6%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		96.4%		97.2%		97.0%
<b>Student Suspensions</b>	56	4.0%	85	6.0%	92	6.4%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.6%	1.7%	1.2%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	5%	97%	98%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	98
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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	272	220	81%	290	253	87%	299	267	89%
Students with Disabilities	34	10	29%	33	14	42%	40	23	57%
All Students	306	230	75%	323	267	83%	339	290	86%

\*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	238	72	2	0	17	10
Percent	70%	21%	1%	0%	5%	3%

## 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)
40	23	9	49

\*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	7		12		5	0.4%
	Entered GED Program*	5		12		8	0.6%
	Total Noncompleters	12		24		13	1.0%
Students with Disabilities	Dropped Out	1		1		5	2.9%
	Entered GED Program*	1		2		4	2.3%
	Total Noncompleters	2		3		9	5.3%
All Students	Dropped Out	8	0.6%	13	0.9%	10	0.7%
	Entered GED Program*	6	0.4%	14	1.0%	12	0.8%
	Total Noncompleters	14	1.0%	27	1.9%	22	1.5%

\*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	0	0	25
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	25
	Percent of Enrollment	0%	0%	2%

## 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	96	100%	0	0%	0	0%
German	18	100%	39	100%	35	100%
Italian	0	0%	0	0%	0	0%
Latin	27	93%	39	100%	55	95%
Spanish	195	96%	26	85%	20	85%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	8	100%	0	0%	0	100%
German	2	#	3	#	6	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	4	#	3	#
Spanish	11	82%	2	#	1	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	2	#	0	0%
Science	3	#	0	0%	0	0%
Reading	1	#	1	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	91%	31	94%	3	#
Science	3	#	8	88%	9	56%
Reading	2	#	2	#	4	#
Writing	2	#	3	#	6	100%
Global Studies	5	60%	12	92%	5	100%
U.S. Hist & Gov't	13	77%	7	86%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	326	349	372	33	42	38
Number Scoring 55-100	321	347	368	31	40	35
Number Scoring 65-100	319	347	367	30	40	35
Number Scoring 85-100	203	210	240	11	9	10
Percentage of Tested Scoring 55-100	98%	99%	99%	94%	95%	92%
Percentage of Tested Scoring 65-100	98%	99%	99%	91%	95%	92%
Percentage of Tested Scoring 85-100	62%	60%	65%	33%	21%	26%
<b>Mathematics A</b>						
Number Tested	362	404	392	31	33	42
Number Scoring 55-100	332	380	377	23	27	29
Number Scoring 65-100	298	371	373	17	25	25
Number Scoring 85-100	182	155	215	6	4	8
Percentage of Tested Scoring 55-100	92%	94%	96%	74%	82%	69%
Percentage of Tested Scoring 65-100	82%	92%	95%	55%	76%	60%
Percentage of Tested Scoring 85-100	50%	38%	55%	19%	12%	19%
<b>Mathematics B</b>						
Number Tested	2	211	283	0	6	12
Number Scoring 55-100	#	198	271	0	6	11
Number Scoring 65-100	#	170	243	0	5	11
Number Scoring 85-100	#	59	115	0	0	0
Percentage of Tested Scoring 55-100	#	94%	96%	0%	100%	92%
Percentage of Tested Scoring 65-100	#	81%	86%	0%	83%	92%
Percentage of Tested Scoring 85-100	#	28%	41%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	353	392	361	43	45	33
Number Scoring 55-100	347	380	346	41	39	27
Number Scoring 65-100	335	371	332	37	35	23
Number Scoring 85-100	139	203	204	3	12	10
Percentage of Tested Scoring 55-100	98%	97%	96%	95%	87%	82%
Percentage of Tested Scoring 65-100	95%	95%	92%	86%	78%	70%
Percentage of Tested Scoring 85-100	39%	52%	57%	7%	27%	30%
<b>U.S. History and Government</b>						
Number Tested	353	375	372	34	47	39
Number Scoring 55-100	342	369	370	30	44	37
Number Scoring 65-100	327	359	364	23	39	37
Number Scoring 85-100	159	232	249	5	14	14
Percentage of Tested Scoring 55-100	97%	98%	99%	88%	94%	95%
Percentage of Tested Scoring 65-100	93%	96%	98%	68%	83%	95%
Percentage of Tested Scoring 85-100	45%	62%	67%	15%	30%	36%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	325	377	334	36	44	33
Number Scoring 55-100	322	374	330	35	42	30
Number Scoring 65-100	317	363	326	34	35	29
Number Scoring 85-100	126	185	159	4	7	6
Percentage of Tested Scoring 55-100	99%	99%	99%	97%	95%	91%
Percentage of Tested Scoring 65-100	98%	96%	98%	94%	80%	88%
Percentage of Tested Scoring 85-100	39%	49%	48%	11%	16%	18%
<b>Physical Setting/Earth Science</b>						
Number Tested	364	321	348	52	38	43
Number Scoring 55-100	351	300	319	49	25	35
Number Scoring 65-100	339	283	286	42	21	26
Number Scoring 85-100	151	123	101	10	4	8
Percentage of Tested Scoring 55-100	96%	93%	92%	94%	66%	81%
Percentage of Tested Scoring 65-100	93%	88%	82%	81%	55%	60%
Percentage of Tested Scoring 85-100	41%	38%	29%	19%	11%	19%
<b>Physical Setting/Chemistry</b>						
Number Tested	218	275	303	8	13	13
Number Scoring 55-100	205	264	300	7	13	12
Number Scoring 65-100	161	212	272	4	9	11
Number Scoring 85-100	28	51	65	0	0	1
Percentage of Tested Scoring 55-100	94%	96%	99%	88%	100%	92%
Percentage of Tested Scoring 65-100	74%	77%	90%	50%	69%	85%
Percentage of Tested Scoring 85-100	13%	19%	21%	0%	0%	8%
<b>Physical Setting/Physics</b>						
Number Tested			93			3
Number Scoring 55-100			89			#
Number Scoring 65-100			81			#
Number Scoring 85-100			30			#
Percentage of Tested Scoring 55-100			96%			#
Percentage of Tested Scoring 65-100			87%			#
Percentage of Tested Scoring 85-100			32%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	58	92	75	0	0	2
Number Scoring 55–100	57	92	75	0	0	#
Number Scoring 65–100	56	91	75	0	0	#
Number Scoring 85–100	32	68	58	0	0	#
Percentage of Tested Scoring 55–100	98%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	99%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	55%	74%	77%	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	17	9	1	1	2
Number Scoring 55–100	23	17	9	#	#	#
Number Scoring 65–100	23	17	9	#	#	#
Number Scoring 85–100	13	10	5	#	#	#
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%	59%	56%	#	#	#
<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	126	160	164	4	6	5
Number Scoring 55–100	126	160	163	#	6	5
Number Scoring 65–100	126	159	162	#	6	4
Number Scoring 85–100	98	106	113	#	1	0
Percentage of Tested Scoring 55–100	100%	100%	99%	#	100%	100%
Percentage of Tested Scoring 65–100	100%	99%	99%	#	100%	80%
Percentage of Tested Scoring 85–100	78%	66%	69%	#	17%	0%
<b>Comprehensive Latin</b>						
Number Tested	40	43	28	4	6	1
Number Scoring 55–100	40	43	28	#	6	#
Number Scoring 65–100	40	43	28	#	6	#
Number Scoring 85–100	32	26	21	#	2	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 85–100	80%	60%	75%	#	33%	#

(Form – H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	249	19	0	9	0	0
Number Scoring 55-100	230	18	0	9	0	0
Number Scoring 65-100	214	18	0	8	0	0
Number Scoring 85-100	125	10	0	4	0	0
Percentage of Tested Scoring 55-100	92%	95%	0%	100%	0%	0%
Percentage of Tested Scoring 65-100	86%	95%	0%	89%	0%	0%
Percentage of Tested Scoring 85-100	50%	53%	0%	44%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	126	99%	177	99%	121	98%
Students with Disabilities	24	96%	37	84%	18	72%

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
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 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	291	291	291	40	40	40	331	331	331
Number Scoring 55–64	1	1	1	1	2	2	2	3	3
Number Scoring 65–84	150	84	127	31	24	29	181	108	156
Number Scoring 85–100	137	203	162	7	14	8	144	217	170
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			10			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			2			#
Proficient (37-39)			7			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			10			1
Beginning (0-14)			0			#
Intermediate (15-24)			1			#
Advanced (25-32)			7			#
Proficient (33-35)			2			#

\*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)