

New York State School Report Card Comprehensive Information Report

BEDS Code: 40-15-01-06-0003

Grade Range : 6-12

Name: Wilson High School

Principal: Daniel Johnson

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	117	147	135
Ungraded Elementary	0	0	0
Seventh	149	118	147
Eighth	115	145	112
Ninth	132	140	154
Tenth	106	104	120
Eleventh	141	106	103
Twelfth	118	131	106
Ungraded Secondary	0	0	0
Total K-12 Enrollment	878	891	877

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	2.5%	22	2.5%	20	2.3%
Black (Not Hispanic)	7	0.8%	7	0.8%	7	0.8%
Hispanic	3	0.3%	7	0.8%	5	0.6%
White (Not Hispanic)	846	96.4%	855	96.0%	845	96.4%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	22	17
Mathematics Grade 8	17	22	18
Science Grade 8	17	22	18
Social Studies Grade 8	19	23	18
English Grade 10	17	17	19
Mathematics Grade 10	14	21	19
Science Grade 10	17	15	17
Social Studies Grade 10	18	19	20

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	98	11.2%	103	11.6%	97	11.1%

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		94.6%		94.3%		94.9%
Student Suspensions	65	7.1%	71	8.1%	68	7.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.3%	12.1%	9.6%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	100%	98%

Staff Counts

Staff	2002–2003
Total Teachers	70
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	103	79	77%	104	98	94%	92	85	92%
Students with Disabilities	10	2	20%	10	1	10%	9	5	56%
All Students	113	81	72%	114	99	87%	101	90	89%

*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	43	35	0	11	7	5
Percent	43%	35%	0%	11%	7%	5%

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)
9	5	2	11

*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			4		4	
	Entered GED Program*			17		11	
	Total Noncompleters			21		15	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		4	
	Total Noncompleters			0		6	
All Students	Dropped Out	3	0.6%	4	0.8%	6	1.2%
	Entered GED Program*	5	1.0%	17	3.5%	15	3.1%
	Total Noncompleters	8	1.6%	21	4.4%	21	4.3%

*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	22	91%	38	95%	31	87%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	19	95%	0	0%	0	0%
Spanish	52	83%	84	79%	74	96%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	0	0%	0	0%	1	#

(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%	0	0%	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	2	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	8	38%	4	#
Science	1	#	12	42%	1	#
Reading	2	#	6	17%	0	0%
Writing	2	#	5	20%	0	0%
Global Studies	0	0%	5	100%	3	#
U.S. Hist & Gov't	0	0%	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	145	103	108	15	10	9
Number Scoring 55–100	144	102	104	14	10	9
Number Scoring 65–100	142	96	96	14	10	7
Number Scoring 85–100	58	32	40	2	2	2
Percentage of Tested Scoring 55–100	99%	99%	96%	93%	100%	100%
Percentage of Tested Scoring 65–100	98%	93%	89%	93%	100%	78%
Percentage of Tested Scoring 85–100	40%	31%	37%	13%	20%	22%
Mathematics A						
Number Tested	27	100	154	9	8	11
Number Scoring 55–100	18	79	146	5	6	10
Number Scoring 65–100	11	62	133	2	5	9
Number Scoring 85–100	1	18	39	0	0	3
Percentage of Tested Scoring 55–100	67%	79%	95%	56%	75%	91%
Percentage of Tested Scoring 65–100	41%	62%	86%	22%	62%	82%
Percentage of Tested Scoring 85–100	4%	18%	25%	0%	0%	27%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	111	105	131	12	13	13
Number Scoring 55–100	111	101	128	12	10	12
Number Scoring 65–100	109	91	114	12	8	10
Number Scoring 85–100	62	37	57	3	1	3
Percentage of Tested Scoring 55–100	100%	96%	98%	100%	77%	92%
Percentage of Tested Scoring 65–100	98%	87%	87%	100%	62%	77%
Percentage of Tested Scoring 85–100	56%	35%	44%	25%	8%	23%
U.S. History and Government (first administered June 2001)						
Number Tested	121	107	102	10	11	12
Number Scoring 55–100	119	106	101	10	11	11
Number Scoring 65–100	117	102	99	10	10	11
Number Scoring 85–100	53	39	56	1	0	3
Percentage of Tested Scoring 55–100	98%	99%	99%	100%	100%	92%
Percentage of Tested Scoring 65–100	97%	95%	97%	100%	91%	92%
Percentage of Tested Scoring 85–100	44%	36%	55%	10%	0%	25%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	97	96	117	6	7	4
Number Scoring 55–100	97	96	117	6	7	#
Number Scoring 65–100	97	96	116	6	7	#
Number Scoring 85–100	29	37	40	0	2	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	#
Percentage of Tested Scoring 65–100	100%	100%	99%	100%	100%	#
Percentage of Tested Scoring 85–100	30%	39%	34%	0%	29%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	103	125	155	15	16	21
Number Scoring 55–100	90	124	149	9	16	17
Number Scoring 65–100	82	115	138	8	12	16
Number Scoring 85–100	32	48	75	1	2	6
Percentage of Tested Scoring 55–100	87%	99%	96%	60%	100%	81%
Percentage of Tested Scoring 65–100	80%	92%	89%	53%	75%	76%
Percentage of Tested Scoring 85–100	31%	38%	48%	7%	12%	29%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		63	80		0	1
Number Scoring 55–100		62	77		0	#
Number Scoring 65–100		50	51		0	#
Number Scoring 85–100		5	12		0	#
Percentage of Tested Scoring 55–100		98%	96%		0%	#
Percentage of Tested Scoring 65–100		79%	64%		0%	#
Percentage of Tested Scoring 85–100		8%	15%		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	11	19	13	0	0	0
Number Scoring 55–100	11	19	13	0	0	0
Number Scoring 65–100	11	19	13	0	0	0
Number Scoring 85–100	6	10	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	53%	69%	0%	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	34	30	30	0	0	0
Number Scoring 55–100	34	30	30	0	0	0
Number Scoring 65–100	34	30	30	0	0	0
Number Scoring 85–100	31	29	23	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	91%	97%	77%	0%	0%	0%
Comprehensive Latin						
Number Tested	20	13	14	0	0	0
Number Scoring 55–100	20	13	14	0	0	0
Number Scoring 65–100	20	11	14	0	0	0
Number Scoring 85–100	16	3	2	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	85%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	80%	23%	14%	0%	0%	0%

(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	105	10	4	2	0	0
Number Scoring 55–100	99	6	#	#	0	0
Number Scoring 65–100	88	5	#	#	0	0
Number Scoring 85–100	38	0	#	#	0	0
Percentage of Tested Scoring 55–100	94%	60%	#	#	0%	0%
Percentage of Tested Scoring 65–100	84%	50%	#	#	0%	0%
Percentage of Tested Scoring 85–100	36%	0%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	87	57	55	0	0	0
Number Scoring 55–100	79	54	49	0	0	0
Number Scoring 65–100	70	47	44	0	0	0
Number Scoring 85–100	30	23	17	0	0	0
Percentage of Tested Scoring 55–100	91%	95%	89%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	82%	80%	0%	0%	0%
Percentage of Tested Scoring 85–100	34%	40%	31%	0%	0%	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	104	99%	108	98%	132	98%
Students with Disabilities	17	94%	13	100%	24	79%

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	100	1%	11%	69%	19%
	Students with Disabilities	12	0%	42%	50%	8%
	All Students	112	1%	14%	67%	18%

(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	96	96	96	12	12	12	108	108	108
Number Scoring 55–64	0	0	0	1	0	1	1	0	1
Number Scoring 65–84	36	53	56	6	10	9	42	63	65
Number Scoring 85–100	56	39	37	3	0	0	59	39	37
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)