

New York State School Report Card Comprehensive Information Report

BEDS Code: 02-26-01-06-0004

Grade Range : 9-12

Name: Wellsville Senior High School

Principal: Constance Synakowski

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	160	143	144
Tenth	112	138	129
Eleventh	104	107	103
Twelfth	117	96	98
Ungraded Secondary	6	3	1
Total K-12 Enrollment	499	487	475

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	3	0.6%	7	1.4%	5	1.1%
Black (Not Hispanic)	1	0.2%	3	0.6%	3	0.6%
Hispanic	1	0.2%	0	0.0%	0	0.0%
White (Not Hispanic)	494	99.0%	477	97.9%	467	98.3%

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	0	0
English Grade 10	17	16	19
Mathematics Grade 10	20	18	18
Science Grade 10	21	19	20
Social Studies Grade 10	19	18	18

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
48	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the higher 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	0.6%	1	0.2%	0	0.0%
Eligible for Free Lunch	62	12.4%	121	24.9%	145	30.5%

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		93.7%		94.2%		93.9%
Student Suspensions	26	5.2%	69	13.8%	43	8.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.8%	0.6%	8.2%
Public Assistance	21-30%	41-50%	11-20%
Student Stability	97%	98%	96%

Staff Counts

Staff	2002–2003
Total Teachers	33
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	92	60	65%	78	39	50%	82	52	63%
Students with Disabilities	4	0	0%	4	0	0%	7	1	14%
All Students	96	60	62%	82	39	48%	89	53	60%

*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	28	49	0	6	6	0
Percent	31%	55%	0%	7%	7%	0%

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)
7	1	2	9

*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			16		12	
	Entered GED Program*			2		3	
	Total Noncompleters			18		15	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			0		1	
	Total Noncompleters			2		2	
All Students	Dropped Out	18	3.6%	18	3.7%	13	2.7%
	Entered GED Program*	0	0.0%	2	0.4%	4	0.8%
	Total Noncompleters	18	3.6%	20	4.1%	17	3.6%

*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		469	402
	Number of Students with Disabilities		15	72
	Number of All Students		484	474
	Percent of Enrollment		99%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	7	100%	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	10	70%	0	0%	0	0%

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	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	#	31	29%	3	#
Science	0	0%	21	38%	4	#
Reading	0	0%	4	#	0	0%
Writing	0	0%	1	#	1	#
Global Studies	3	#	6	50%	1	#
U.S. Hist & Gov't	9	89%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	31%	2	#	28	71%
Science	13	31%	0	0%	8	62%
Reading	5	40%	2	#	7	71%
Writing	4	#	1	#	8	75%
Global Studies	3	#	0	0%	13	23%
U.S. Hist & Gov't	6	50%	1	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	100	98	108	7	1	13
Number Scoring 55–100	96	92	102	4	#	9
Number Scoring 65–100	89	82	99	4	#	7
Number Scoring 85–100	35	46	52	0	#	0
Percentage of Tested Scoring 55–100	96%	94%	94%	57%	#	69%
Percentage of Tested Scoring 65–100	89%	84%	92%	57%	#	54%
Percentage of Tested Scoring 85–100	35%	47%	48%	0%	#	0%
Mathematics A						
Number Tested	102	75	121	2	1	10
Number Scoring 55–100	88	50	103	#	#	6
Number Scoring 65–100	66	37	88	#	#	5
Number Scoring 85–100	10	0	24	#	#	1
Percentage of Tested Scoring 55–100	86%	67%	85%	#	#	60%
Percentage of Tested Scoring 65–100	65%	49%	73%	#	#	50%
Percentage of Tested Scoring 85–100	10%	0%	20%	#	#	10%
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	119	124	122	12	0	11
Number Scoring 55–100	110	121	110	9	0	8
Number Scoring 65–100	92	101	102	5	0	7
Number Scoring 85–100	26	20	39	1	0	1
Percentage of Tested Scoring 55–100	92%	98%	90%	75%	0%	73%
Percentage of Tested Scoring 65–100	77%	81%	84%	42%	0%	64%
Percentage of Tested Scoring 85–100	22%	16%	32%	8%	0%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	98	104	116	9	3	11
Number Scoring 55–100	82	98	115	3	#	10
Number Scoring 65–100	70	87	108	2	#	8
Number Scoring 85–100	39	25	65	0	#	2
Percentage of Tested Scoring 55–100	84%	94%	99%	33%	#	91%
Percentage of Tested Scoring 65–100	71%	84%	93%	22%	#	73%
Percentage of Tested Scoring 85–100	40%	24%	56%	0%	#	18%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	106	75	102	6	0	12
Number Scoring 55–100	100	74	97	4	0	10
Number Scoring 65–100	94	72	94	3	0	9
Number Scoring 85–100	15	9	34	0	0	1
Percentage of Tested Scoring 55–100	94%	99%	95%	67%	0%	83%
Percentage of Tested Scoring 65–100	89%	96%	92%	50%	0%	75%
Percentage of Tested Scoring 85–100	14%	12%	33%	0%	0%	8%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	113	115	140	18	0	17
Number Scoring 55–100	93	104	121	9	0	15
Number Scoring 65–100	80	94	110	9	0	12
Number Scoring 85–100	11	42	30	1	0	1
Percentage of Tested Scoring 55–100	82%	90%	86%	50%	0%	88%
Percentage of Tested Scoring 65–100	71%	82%	79%	50%	0%	71%
Percentage of Tested Scoring 85–100	10%	37%	21%	6%	0%	6%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		70	49		0	0
Number Scoring 55–100		66	38		0	0
Number Scoring 65–100		44	22		0	0
Number Scoring 85–100		3	1		0	0
Percentage of Tested Scoring 55–100		94%	78%		0%	0%
Percentage of Tested Scoring 65–100		63%	45%		0%	0%
Percentage of Tested Scoring 85–100		4%	2%		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	17	17	21	0	0	0
Number Scoring 55–100	17	16	21	0	0	0
Number Scoring 65–100	17	16	21	0	0	0
Number Scoring 85–100	13	1	13	0	0	0
Percentage of Tested Scoring 55–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	76%	6%	62%	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	60	67	62	1	0	0
Number Scoring 55–100	59	65	60	#	0	0
Number Scoring 65–100	54	62	56	#	0	0
Number Scoring 85–100	23	31	34	#	0	0
Percentage of Tested Scoring 55–100	98%	97%	97%	#	0%	0%
Percentage of Tested Scoring 65–100	90%	93%	90%	#	0%	0%
Percentage of Tested Scoring 85–100	38%	46%	55%	#	0%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	93	69	10	1	1	1
Number Scoring 55–100	72	53	6	#	#	#
Number Scoring 65–100	61	45	4	#	#	#
Number Scoring 85–100	23	25	2	#	#	#
Percentage of Tested Scoring 55–100	77%	77%	60%	#	#	#
Percentage of Tested Scoring 65–100	66%	65%	40%	#	#	#
Percentage of Tested Scoring 85–100	25%	36%	20%	#	#	#
Sequential Mathematics, Course III						
Number Tested	43	47	68	0	0	0
Number Scoring 55–100	40	42	61	0	0	0
Number Scoring 65–100	35	38	55	0	0	0
Number Scoring 85–100	7	18	18	0	0	0
Percentage of Tested Scoring 55–100	93%	89%	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	81%	81%	81%	0%	0%	0%
Percentage of Tested Scoring 85–100	16%	38%	26%	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	55	100%	75	89%	13	92%
Students with Disabilities	8	100%	3	#	13	54%

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	93	93	93	10	10	10	103	103	103
Number Scoring 55–64	5	4	1	2	2	1	7	6	2
Number Scoring 65–84	56	53	66	4	3	5	60	56	71
Number Scoring 85–100	24	24	21	1	0	1	25	24	22
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)