

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-02-03-06-0013
 Name: Williamsville East High School
 Principal: Neal Miller

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	245	268	233
Tenth	253	251	272
Eleventh	279	255	253
Twelfth	253	281	250
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1030	1055	1008

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	86	8.3%	86	8.2%	90	8.9%
Black (Not Hispanic)	29	2.8%	28	2.7%	28	2.8%
Hispanic	6	0.6%	8	0.8%	7	0.7%
White (Not Hispanic)	909	88.3%	933	88.4%	883	87.6%

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	0	0	18
Mathematics Grade 10	25	23	27
Science Grade 10	22	22	23
Social Studies Grade 10	23	22	23

(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	17	1.7%	16	1.5%	19	1.9%
Eligible for Free Lunch	12	1.2%	15	1.4%	20	2.0%

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		95.4%		96.0%		95.7%
Student Suspensions	39	3.7%	71	6.9%	84	8.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.8%	0.9%	1.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	96%	96%

Staff Counts

Staff	2002–2003
Total Teachers	68
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	4
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	216	188	87%	234	213	91%	245	205	84%
Students with Disabilities	18	3	17%	23	7	30%	12	5	42%
All Students	234	191	82%	257	220	86%	257	210	82%

*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	200	41	0	1	5	10
Percent	78%	16%	0%	0%	2%	4%

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)
12	5	1	13

*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			3		1	
	Entered GED Program*			7		5	
	Total Noncompleters			10		6	
Students with Disabilities	Dropped Out			4		1	
	Entered GED Program*			2		1	
	Total Noncompleters			6		2	
All Students	Dropped Out	7	0.7%	7	0.7%	2	0.2%
	Entered GED Program*	0	0.0%	9	0.9%	6	0.6%
	Total Noncompleters	7	0.7%	16	1.5%	8	0.8%

*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		875	828
	Number of Students with Disabilities		90	90
	Number of All Students		965	918
	Percent of Enrollment		91%	91%

Second Language Proficiency Examinations

General-Education Students

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%	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	72	97%	71	92%	59	100%
Spanish	0	0%	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	3	#	8	75%	4	#
Spanish	0	0%	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	0	0%	1	#	1	#
Science	0	0%	1	#	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	7	57%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	14	79%	10	60%
Science	7	43%	8	75%	9	56%
Reading	5	80%	4	#	6	83%
Writing	2	#	3	#	8	100%
Global Studies	6	100%	10	70%	14	57%
U.S. Hist & Gov't	9	67%	10	90%	10	70%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	275	257	258	23	11	29
Number Scoring 55–100	272	256	242	20	11	21
Number Scoring 65–100	263	251	235	15	10	19
Number Scoring 85–100	153	167	114	1	3	0
Percentage of Tested Scoring 55–100	99%	100%	94%	87%	100%	72%
Percentage of Tested Scoring 65–100	96%	98%	91%	65%	91%	66%
Percentage of Tested Scoring 85–100	56%	65%	44%	4%	27%	0%
Mathematics A						
Number Tested	15	244	278	0	20	14
Number Scoring 55–100	9	227	272	0	14	11
Number Scoring 65–100	9	219	264	0	12	6
Number Scoring 85–100	4	145	136	0	2	1
Percentage of Tested Scoring 55–100	60%	93%	98%	0%	70%	79%
Percentage of Tested Scoring 65–100	60%	90%	95%	0%	60%	43%
Percentage of Tested Scoring 85–100	27%	59%	49%	0%	10%	7%
Mathematics B (first administered June 2001)						
Number Tested	0	3	155	0	0	2
Number Scoring 55–100	0	#	147	0	0	#
Number Scoring 65–100	0	#	140	0	0	#
Number Scoring 85–100	0	#	67	0	0	#
Percentage of Tested Scoring 55–100	0%	#	95%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	#	90%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	#	43%	0%	0%	#
Global History and Geography						
Number Tested	267	234	298	18	17	30
Number Scoring 55–100	266	228	284	18	17	23
Number Scoring 65–100	263	217	257	16	14	18
Number Scoring 85–100	151	89	112	3	2	1
Percentage of Tested Scoring 55–100	100%	97%	95%	100%	100%	77%
Percentage of Tested Scoring 65–100	99%	93%	86%	89%	82%	60%
Percentage of Tested Scoring 85–100	57%	38%	38%	17%	12%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	271	265	264	12	9	22
Number Scoring 55–100	259	262	261	9	9	20
Number Scoring 65–100	242	244	255	6	7	18
Number Scoring 85–100	135	119	155	0	2	5
Percentage of Tested Scoring 55–100	96%	99%	99%	75%	100%	91%
Percentage of Tested Scoring 65–100	89%	92%	97%	50%	78%	82%
Percentage of Tested Scoring 85–100	50%	45%	59%	0%	22%	23%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	235	239	253	11	16	17
Number Scoring 55–100	235	238	252	11	16	16
Number Scoring 65–100	234	233	247	11	15	13
Number Scoring 85–100	95	106	117	1	1	0
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	94%
Percentage of Tested Scoring 65–100	100%	97%	98%	100%	94%	76%
Percentage of Tested Scoring 85–100	40%	44%	46%	9%	6%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	183	184	193	21	6	27
Number Scoring 55–100	177	182	184	20	6	23
Number Scoring 65–100	171	174	178	19	4	18
Number Scoring 85–100	96	75	81	7	0	2
Percentage of Tested Scoring 55–100	97%	99%	95%	95%	100%	85%
Percentage of Tested Scoring 65–100	93%	95%	92%	90%	67%	67%
Percentage of Tested Scoring 85–100	52%	41%	42%	33%	0%	7%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		186	248		1	11
Number Scoring 55–100		180	234		#	9
Number Scoring 65–100		143	185		#	5
Number Scoring 85–100		32	41		#	1
Percentage of Tested Scoring 55–100		97%	94%		#	82%
Percentage of Tested Scoring 65–100		77%	75%		#	45%
Percentage of Tested Scoring 85–100		17%	17%		#	9%
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	60	57	60	1	0	2
Number Scoring 55–100	60	57	60	#	0	#
Number Scoring 65–100	59	56	59	#	0	#
Number Scoring 85–100	44	26	39	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	98%	98%	98%	#	0%	#
Percentage of Tested Scoring 85–100	73%	46%	65%	#	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	2	0	3	0	0	0
Number Scoring 55–100	#	0	#	0	0	0
Number Scoring 65–100	#	0	#	0	0	0
Number Scoring 85–100	#	0	#	0	0	0
Percentage of Tested Scoring 55–100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	#	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	159	126	125	1	0	2
Number Scoring 55–100	158	126	125	#	0	#
Number Scoring 65–100	158	126	125	#	0	#
Number Scoring 85–100	138	101	95	#	0	#
Percentage of Tested Scoring 55–100	99%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	99%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	87%	80%	76%	#	0%	#
Comprehensive Latin						
Number Tested	12	15	22	1	0	1
Number Scoring 55–100	12	15	22	#	0	#
Number Scoring 65–100	12	15	22	#	0	#
Number Scoring 85–100	9	11	13	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	75%	73%	59%	#	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	232	6	0	7	1	0
Number Scoring 55–100	224	4	0	5	#	0
Number Scoring 65–100	219	3	0	5	#	0
Number Scoring 85–100	150	2	0	2	#	0
Percentage of Tested Scoring 55–100	97%	67%	0%	71%	#	0%
Percentage of Tested Scoring 65–100	94%	50%	0%	71%	#	0%
Percentage of Tested Scoring 85–100	65%	33%	0%	29%	#	0%
Sequential Mathematics, Course III						
Number Tested	245	176	7	4	2	1
Number Scoring 55–100	238	175	7	#	#	#
Number Scoring 65–100	232	171	6	#	#	#
Number Scoring 85–100	163	118	2	#	#	#
Percentage of Tested Scoring 55–100	97%	99%	100%	#	#	#
Percentage of Tested Scoring 65–100	95%	97%	86%	#	#	#
Percentage of Tested Scoring 85–100	67%	67%	29%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	80	100%	104	100%	0	0%
Students with Disabilities	19	100%	8	100%	1	#

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	222	222	222	12	12	12	234	234	234
Number Scoring 55–64	0	0	0	0	3	0	0	3	0
Number Scoring 65–84	76	114	87	9	3	9	85	117	96
Number Scoring 85–100	144	107	132	2	2	1	146	109	133
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)