

New York State School Report Card Comprehensive Information Report

BEDS Code: 51-02-01-06-0003
 Name: H.C. Williams Senior High School
 Principal: William Gregory

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	145	152	147
Tenth	143	133	132
Eleventh	128	129	127
Twelfth	142	116	118
Ungraded Secondary	0	0	0
Total K-12 Enrollment	558	530	524

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	8	1.4%	5	0.9%	9	1.7%
Black (Not Hispanic)	8	1.4%	6	1.1%	7	1.3%
Hispanic	1	0.2%	1	0.2%	5	1.0%
White (Not Hispanic)	541	97.0%	518	97.7%	503	96.0%

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	19	0
Social Studies Grade 8	0	0	0
English Grade 10	22	20	19
Mathematics Grade 10	21	20	21
Science Grade 10	21	22	21
Social Studies Grade 10	21	19	16

(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
51	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 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	89	16.0%	78	14.7%	118	22.5%

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		91.4%		92.6%		93.6%
Student Suspensions	23	4.0%	17	3.0%	30	5.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.3%	7.0%	7.6%
Public Assistance	21-30%	21-30%	31-40%
Student Stability	94%	97%	100%

Staff Counts

Staff	2002–2003
Total Teachers	44
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	120	103	86%	89	71	80%	93	78	84%
Students with Disabilities	14	9	64%	7	2	29%	10	8	80%
All Students	134	112	84%	96	73	76%	103	86	83%

*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	64	29	0	5	5	0
Percent	62%	28%	0%	5%	5%	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)
10	8	3	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			8		3	
	Entered GED Program*			4		4	
	Total Noncompleters			12		7	
Students with Disabilities	Dropped Out			4		0	
	Entered GED Program*			2		0	
	Total Noncompleters			6		0	
All Students	Dropped Out	20	3.6%	12	2.3%	3	0.6%
	Entered GED Program*	10	1.8%	6	1.1%	4	0.8%
	Total Noncompleters	30	5.4%	18	3.4%	7	1.3%

*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		346	433
	Number of Students with Disabilities		92	87
	Number of All Students		438	520
	Percent of Enrollment		83%	99%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	0	0%	0	0%
German	0	0%	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	6	83%	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	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%	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	1	#	1	#
U.S. Hist & Gov't	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
Mathematics	0	0%	2	#	3	#
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	7	86%	4	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	114	113	124	10	8	9
Number Scoring 55–100	112	110	120	10	8	8
Number Scoring 65–100	99	104	107	5	8	8
Number Scoring 85–100	38	58	51	1	6	2
Percentage of Tested Scoring 55–100	98%	97%	97%	100%	100%	89%
Percentage of Tested Scoring 65–100	87%	92%	86%	50%	100%	89%
Percentage of Tested Scoring 85–100	33%	51%	41%	10%	75%	22%
Mathematics A						
Number Tested	0	114	133	0	7	14
Number Scoring 55–100	0	110	116	0	7	12
Number Scoring 65–100	0	92	107	0	7	10
Number Scoring 85–100	0	32	46	0	4	4
Percentage of Tested Scoring 55–100	0%	96%	87%	0%	100%	86%
Percentage of Tested Scoring 65–100	0%	81%	80%	0%	100%	71%
Percentage of Tested Scoring 85–100	0%	28%	35%	0%	57%	29%
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	151	130	145	12	14	19
Number Scoring 55–100	134	116	135	8	8	17
Number Scoring 65–100	115	95	114	6	5	13
Number Scoring 85–100	29	32	38	2	1	3
Percentage of Tested Scoring 55–100	89%	89%	93%	67%	57%	89%
Percentage of Tested Scoring 65–100	76%	73%	79%	50%	36%	68%
Percentage of Tested Scoring 85–100	19%	25%	26%	17%	7%	16%
U.S. History and Government (first administered June 2001)						
Number Tested	110	119	125	12	9	8
Number Scoring 55–100	105	113	120	11	8	8
Number Scoring 65–100	93	101	113	9	6	7
Number Scoring 85–100	50	48	66	1	4	3
Percentage of Tested Scoring 55–100	95%	95%	96%	92%	89%	100%
Percentage of Tested Scoring 65–100	85%	85%	90%	75%	67%	88%
Percentage of Tested Scoring 85–100	45%	40%	53%	8%	44%	38%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	99	126	122	2	18	22
Number Scoring 55–100	98	120	117	#	16	22
Number Scoring 65–100	96	111	105	#	14	20
Number Scoring 85–100	33	41	35	#	4	5
Percentage of Tested Scoring 55–100	99%	95%	96%	#	89%	100%
Percentage of Tested Scoring 65–100	97%	88%	86%	#	78%	91%
Percentage of Tested Scoring 85–100	33%	33%	29%	#	22%	23%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	108	137	105	8	12	8
Number Scoring 55–100	103	135	102	8	11	8
Number Scoring 65–100	102	128	97	8	10	8
Number Scoring 85–100	57	81	45	3	5	2
Percentage of Tested Scoring 55–100	95%	99%	97%	100%	92%	100%
Percentage of Tested Scoring 65–100	94%	93%	92%	100%	83%	100%
Percentage of Tested Scoring 85–100	53%	59%	43%	38%	42%	25%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		65	87		2	3
Number Scoring 55–100		64	83		#	#
Number Scoring 65–100		61	76		#	#
Number Scoring 85–100		20	24		#	#
Percentage of Tested Scoring 55–100		98%	95%		#	#
Percentage of Tested Scoring 65–100		94%	87%		#	#
Percentage of Tested Scoring 85–100		31%	28%		#	#
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	48	34	36	2	0	2
Number Scoring 55–100	47	33	36	#	0	#
Number Scoring 65–100	44	29	36	#	0	#
Number Scoring 85–100	26	10	18	#	0	#
Percentage of Tested Scoring 55–100	98%	97%	100%	#	0%	#
Percentage of Tested Scoring 65–100	92%	85%	100%	#	0%	#
Percentage of Tested Scoring 85–100	54%	29%	50%	#	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	42	38	41	2	2	3
Number Scoring 55–100	42	38	40	#	#	#
Number Scoring 65–100	41	37	38	#	#	#
Number Scoring 85–100	29	17	18	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	#	#
Percentage of Tested Scoring 65–100	98%	97%	93%	#	#	#
Percentage of Tested Scoring 85–100	69%	45%	44%	#	#	#
Comprehensive Latin						
Number Tested	0	0	2	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	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	109	7	0	7	0	0
Number Scoring 55–100	103	6	0	7	0	0
Number Scoring 65–100	96	6	0	7	0	0
Number Scoring 85–100	44	5	0	2	0	0
Percentage of Tested Scoring 55–100	94%	86%	0%	100%	0%	0%
Percentage of Tested Scoring 65–100	88%	86%	0%	100%	0%	0%
Percentage of Tested Scoring 85–100	40%	71%	0%	29%	0%	0%
Sequential Mathematics, Course III						
Number Tested	81	83	76	5	7	6
Number Scoring 55–100	77	78	66	4	7	5
Number Scoring 65–100	73	71	63	4	6	5
Number Scoring 85–100	35	46	30	1	4	4
Percentage of Tested Scoring 55–100	95%	94%	87%	80%	100%	83%
Percentage of Tested Scoring 65–100	90%	86%	83%	80%	86%	83%
Percentage of Tested Scoring 85–100	43%	55%	39%	20%	57%	67%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	38	100%	41	98%	0	0%
Students with Disabilities	3	#	7	86%	2	#

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	105	105	105	10	10	10	115	115	115
Number Scoring 55–64	9	2	0	0	1	0	9	3	0
Number Scoring 65–84	68	54	41	8	3	4	76	57	45
Number Scoring 85–100	26	44	57	1	5	5	27	49	62
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)