

# New York State School Report Card Comprehensive Information Report

BEDS Code: 65-14-02-04-0002  
 Name: Williamson Senior High School  
 Principal: Douglas Lauf

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	136	114	124
Tenth	94	114	104
Eleventh	108	91	112
Twelfth	107	110	99
Ungraded Secondary	0	0	0
Total K-12 Enrollment	445	429	439

## 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	0	0.0%	2	0.5%	4	0.9%
Black (Not Hispanic)	17	3.8%	18	4.2%	21	4.8%
Hispanic	3	0.7%	5	1.2%	9	2.1%
White (Not Hispanic)	425	95.5%	404	94.2%	405	92.3%

## 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	18	22	16
Mathematics Grade 10	22	21	10
Science Grade 10	17	16	20
Social Studies Grade 10	19	22	18

(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	1	0.2%	2	0.5%	2	0.5%
Eligible for Free Lunch	28	6.3%	30	7.0%	32	7.3%

### 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		94.4%		94.3%		95.0%
Student Suspensions	61	13.7%	34	7.6%	39	9.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.8%	5.1%	6.6%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	89%	93%	95%

### Staff Counts

Staff	2002–2003
Total Teachers	42
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	68	56	82%	83	60	72%	72	51	71%
Students with Disabilities	17	2	12%	15	2	13%	9	2	22%
All Students	85	58	68%	98	62	63%	81	53	65%

\*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	35	25	0	2	15	4
Percent	43%	31%	0%	2%	19%	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	2	4	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			7		7	
	Entered GED Program*			0		1	
	Total Noncompleters			7		8	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			0		1	
	Total Noncompleters			1		3	
All Students	Dropped Out	14	3.1%	8	1.9%	9	2.1%
	Entered GED Program*	7	1.6%	0	0.0%	2	0.5%
	Total Noncompleters	21	4.7%	8	1.9%	11	2.5%

\*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		425	91
	Number of Students with Disabilities		0	33
	Number of All Students		425	124
	Percent of Enrollment		99%	28%

## 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%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	3	#

### 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%	4	#

(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	1	#	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	4	#	5	80%
Science	5	100%	1	#	4	#
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	3	#	0	0%	1	#
U.S. Hist & Gov't	4	#	2	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	104	86	106	19	9	10
Number Scoring 55–100	103	85	103	18	8	10
Number Scoring 65–100	99	76	98	14	8	9
Number Scoring 85–100	28	35	38	0	0	1
Percentage of Tested Scoring 55–100	99%	99%	97%	95%	89%	100%
Percentage of Tested Scoring 65–100	95%	88%	92%	74%	89%	90%
Percentage of Tested Scoring 85–100	27%	41%	36%	0%	0%	10%
<b>Mathematics A</b>						
Number Tested	29	122	118	8	9	14
Number Scoring 55–100	18	86	95	4	4	7
Number Scoring 65–100	6	75	84	1	4	5
Number Scoring 85–100	0	36	13	0	1	0
Percentage of Tested Scoring 55–100	62%	70%	81%	50%	44%	50%
Percentage of Tested Scoring 65–100	21%	61%	71%	12%	44%	36%
Percentage of Tested Scoring 85–100	0%	30%	11%	0%	11%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	39	0	0	1	0
Number Scoring 55–100	0	38	0	0	#	0
Number Scoring 65–100	0	38	0	0	#	0
Number Scoring 85–100	0	23	0	0	#	0
Percentage of Tested Scoring 55–100	0%	97%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	97%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	59%	0%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	94	107	99	15	11	14
Number Scoring 55–100	93	107	94	15	11	12
Number Scoring 65–100	89	100	88	14	9	10
Number Scoring 85–100	42	51	45	1	1	2
Percentage of Tested Scoring 55–100	99%	100%	95%	100%	100%	86%
Percentage of Tested Scoring 65–100	95%	93%	89%	93%	82%	71%
Percentage of Tested Scoring 85–100	45%	48%	45%	7%	9%	14%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	100	92	103	17	11	10
Number Scoring 55–100	97	87	103	14	9	10
Number Scoring 65–100	84	77	95	10	8	8
Number Scoring 85–100	36	31	63	1	0	2
Percentage of Tested Scoring 55–100	97%	95%	100%	82%	82%	100%
Percentage of Tested Scoring 65–100	84%	84%	92%	59%	73%	80%
Percentage of Tested Scoring 85–100	36%	34%	61%	6%	0%	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	102	98	116	4	10	24
Number Scoring 55–100	100	98	114	#	10	22
Number Scoring 65–100	98	95	106	#	9	16
Number Scoring 85–100	18	39	29	#	2	0
Percentage of Tested Scoring 55–100	98%	100%	98%	#	100%	92%
Percentage of Tested Scoring 65–100	96%	97%	91%	#	90%	67%
Percentage of Tested Scoring 85–100	18%	40%	25%	#	20%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	74	97	95	6	5	15
Number Scoring 55–100	73	95	93	6	5	15
Number Scoring 65–100	71	91	87	5	4	12
Number Scoring 85–100	30	54	50	0	2	4
Percentage of Tested Scoring 55–100	99%	98%	98%	100%	100%	100%
Percentage of Tested Scoring 65–100	96%	94%	92%	83%	80%	80%
Percentage of Tested Scoring 85–100	41%	56%	53%	0%	40%	27%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		51	75		2	2
Number Scoring 55–100		51	71		#	#
Number Scoring 65–100		44	54		#	#
Number Scoring 85–100		12	6		#	#
Percentage of Tested Scoring 55–100		100%	95%		#	#
Percentage of Tested Scoring 65–100		86%	72%		#	#
Percentage of Tested Scoring 85–100		24%	8%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	25	32	25	2	0	2
Number Scoring 55–100	24	31	25	#	0	#
Number Scoring 65–100	23	30	24	#	0	#
Number Scoring 85–100	6	10	12	#	0	#
Percentage of Tested Scoring 55–100	96%	97%	100%	#	0%	#
Percentage of Tested Scoring 65–100	92%	94%	96%	#	0%	#
Percentage of Tested Scoring 85–100	24%	31%	48%	#	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	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 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	44	45	62	5	0	3
Number Scoring 55–100	44	45	62	5	0	#
Number Scoring 65–100	43	45	62	4	0	#
Number Scoring 85–100	34	22	43	2	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	0%	#
Percentage of Tested Scoring 65–100	98%	100%	100%	80%	0%	#
Percentage of Tested Scoring 85–100	77%	49%	69%	40%	0%	#
<b>Comprehensive Latin</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%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	80	2	1	6	0	0
Number Scoring 55–100	71	#	#	5	0	0
Number Scoring 65–100	65	#	#	4	0	0
Number Scoring 85–100	31	#	#	2	0	0
Percentage of Tested Scoring 55–100	89%	#	#	83%	0%	0%
Percentage of Tested Scoring 65–100	81%	#	#	67%	0%	0%
Percentage of Tested Scoring 85–100	39%	#	#	33%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	54	0	53	0	0	0
Number Scoring 55–100	49	0	53	0	0	0
Number Scoring 65–100	43	0	51	0	0	0
Number Scoring 85–100	20	0	27	0	0	0
Percentage of Tested Scoring 55–100	91%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	0%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	37%	0%	51%	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	16	100%	20	0%	2	#
Students with Disabilities	10	100%	10	0%	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
<b>Nov 2002</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 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%

(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
<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

## 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	77	77	77	13	13	13	90	90	90
Number Scoring 55–64	2	10	1	0	1	1	2	11	2
Number Scoring 65–84	34	37	42	9	7	7	43	44	49
Number Scoring 85–100	41	29	33	1	0	2	42	29	35
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)