

# 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	2001-02	2002-03	2003-04
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	114	124	127
Tenth	114	104	110
Eleventh	91	112	105
Twelfth	110	99	107
Ungraded Secondary	0	0	0
Total K-12 Enrollment	429	439	449

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.5%	4	0.9%	4	0.9%
Black (Not Hispanic)	18	4.2%	21	4.8%	24	5.3%
Hispanic	5	1.2%	9	2.1%	10	2.2%
White (Not Hispanic)	404	94.2%	405	92.3%	411	91.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	22	16	19
Mathematics Grade 10	21	10	17
Science Grade 10	16	20	20
Social Studies Grade 10	22	18	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.5%	2	0.5%	4	0.9%
Eligible for Free Lunch	30	7.0%	32	7.3%	41	9.1%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.3%		95.0%		94.5%
Student Suspensions	34	7.6%	39	9.1%	58	13.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.1%	6.6%	9.1%
Public Assistance	1-10%	11-20%	1-10%
Student Stability	93%	95%	97%

### Staff Counts

Staff	2003-04
Total Teachers	41
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	83	60	72%	72	51	71%	100	82	82%
Students with Disabilities	15	2	13%	9	2	22%	4	0	0%
All Students	98	62	63%	81	53	65%	104	82	79%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	42	42	1	8	11	0
Percent	40%	40%	1%	8%	11%	0%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
4	0	0	4

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	7		7		6	1.5%
	Entered GED Program*	0		1		1	0.2%
	Total Noncompleters	7		8		7	1.7%
Students with Disabilities	Dropped Out	1		2		1	1.5%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	1		3		1	1.5%
All Students	Dropped Out	8	1.9%	9	2.1%	7	1.5%
	Entered GED Program*	0	0.0%	2	0.5%	1	0.2%
	Total Noncompleters	8	1.9%	11	2.5%	8	1.7%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	425	91	362
	Number of Students with Disabilities	0	33	76
	Number of All Students	425	124	438
	Percent of Enrollment	99%	28%	98%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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%	3	#	9	33%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	4	#	3	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	5	100%
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	5	80%	12	100%
Science	1	#	4	#	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	5	60%
U.S. Hist & Gov't	2	#	3	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	86	106	105	9	10	12
Number Scoring 55-100	85	103	100	8	10	10
Number Scoring 65-100	76	98	86	8	9	6
Number Scoring 85-100	35	38	38	0	1	1
Percentage of Tested Scoring 55-100	99%	97%	95%	89%	100%	83%
Percentage of Tested Scoring 65-100	88%	92%	82%	89%	90%	50%
Percentage of Tested Scoring 85-100	41%	36%	36%	0%	10%	8%
<b>Mathematics A</b>						
Number Tested	122	118	153	9	14	29
Number Scoring 55-100	86	95	146	4	7	24
Number Scoring 65-100	75	84	143	4	5	22
Number Scoring 85-100	36	13	44	1	0	2
Percentage of Tested Scoring 55-100	70%	81%	95%	44%	50%	83%
Percentage of Tested Scoring 65-100	61%	71%	93%	44%	36%	76%
Percentage of Tested Scoring 85-100	30%	11%	29%	11%	0%	7%
<b>Mathematics B</b>						
Number Tested	39	0	66	1	0	2
Number Scoring 55-100	38	0	50	#	0	#
Number Scoring 65-100	38	0	39	#	0	#
Number Scoring 85-100	23	0	8	#	0	#
Percentage of Tested Scoring 55-100	97%	0%	76%	#	0%	#
Percentage of Tested Scoring 65-100	97%	0%	59%	#	0%	#
Percentage of Tested Scoring 85-100	59%	0%	12%	#	0%	#
<b>Global History and Geography</b>						
Number Tested	107	99	120	11	14	22
Number Scoring 55-100	107	94	113	11	12	16
Number Scoring 65-100	100	88	103	9	10	10
Number Scoring 85-100	51	45	55	1	2	2
Percentage of Tested Scoring 55-100	100%	95%	94%	100%	86%	73%
Percentage of Tested Scoring 65-100	93%	89%	86%	82%	71%	45%
Percentage of Tested Scoring 85-100	48%	45%	46%	9%	14%	9%
<b>U.S. History and Government</b>						
Number Tested	92	103	99	11	10	14
Number Scoring 55-100	87	103	92	9	10	13
Number Scoring 65-100	77	95	78	8	8	8
Number Scoring 85-100	31	63	35	0	2	0
Percentage of Tested Scoring 55-100	95%	100%	93%	82%	100%	93%
Percentage of Tested Scoring 65-100	84%	92%	79%	73%	80%	57%
Percentage of Tested Scoring 85-100	34%	61%	35%	0%	20%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	98	116	131	10	24	33
Number Scoring 55-100	98	114	118	10	22	24
Number Scoring 65-100	95	106	107	9	16	18
Number Scoring 85-100	39	29	34	2	0	1
Percentage of Tested Scoring 55-100	100%	98%	90%	100%	92%	73%
Percentage of Tested Scoring 65-100	97%	91%	82%	90%	67%	55%
Percentage of Tested Scoring 85-100	40%	25%	26%	20%	0%	3%
<b>Physical Setting/Earth Science</b>						
Number Tested	97	95	110	5	15	17
Number Scoring 55-100	95	93	107	5	15	14
Number Scoring 65-100	91	87	100	4	12	11
Number Scoring 85-100	54	50	42	2	4	0
Percentage of Tested Scoring 55-100	98%	98%	97%	100%	100%	82%
Percentage of Tested Scoring 65-100	94%	92%	91%	80%	80%	65%
Percentage of Tested Scoring 85-100	56%	53%	38%	40%	27%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	51	75	74	2	2	1
Number Scoring 55-100	51	71	68	#	#	#
Number Scoring 65-100	44	54	56	#	#	#
Number Scoring 85-100	12	6	9	#	#	#
Percentage of Tested Scoring 55-100	100%	95%	92%	#	#	#
Percentage of Tested Scoring 65-100	86%	72%	76%	#	#	#
Percentage of Tested Scoring 85-100	24%	8%	12%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			34			0
Number Scoring 55-100			34			0
Number Scoring 65-100			34			0
Number Scoring 85-100			12			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			35%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	32	25	22	0	2	0
Number Scoring 55-100	31	25	22	0	#	0
Number Scoring 65-100	30	24	22	0	#	0
Number Scoring 85-100	10	12	12	0	#	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	94%	96%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	31%	48%	55%	0%	#	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	45	62	41	0	3	1
Number Scoring 55-100	45	62	41	0	#	#
Number Scoring 65-100	45	62	41	0	#	#
Number Scoring 85-100	22	43	32	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	49%	69%	78%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	0	53	3	0	0	0
Number Scoring 55-100	0	53	#	0	0	0
Number Scoring 65-100	0	51	#	0	0	0
Number Scoring 85-100	0	27	#	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	96%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	51%	#	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	20	0%	2	#	6	100%
Students with Disabilities	10	0%	1	#	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 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	98	98	98	5	5	5	103	103	103
Number Scoring 55–64	2	5	3	1	3	1	3	8	4
Number Scoring 65–84	45	30	41	3	0	1	48	30	42
Number Scoring 85–100	48	61	51	0	0	0	48	61	51
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)