

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-02-03-06-0004
 Name: Williamsville South High School
 Principal: Elvin Simmons

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	215	253	251
Tenth	218	217	263
Eleventh	256	221	210
Twelfth	255	256	221
Ungraded Secondary	0	0	0
Total K-12 Enrollment	944	947	945

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	24	2.5%	31	3.3%	46	4.9%
Black (Not Hispanic)	31	3.3%	35	3.7%	42	4.4%
Hispanic	8	0.8%	11	1.2%	21	2.2%
White (Not Hispanic)	881	93.3%	870	91.9%	836	88.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	24	23	23
Mathematics Grade 10	27	23	21
Science Grade 10	21	22	21
Social Studies Grade 10	21	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.4%	6	0.6%	11	1.2%
Eligible for Free Lunch	25	2.7%	27	2.9%	28	3.0%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		97.3%		96.4%		94.7%
Student Suspensions	8	0.9%	9	1.0%	44	4.7%

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

	2002-03	2003-04	2004-05
Reduced Lunch	2.0%	2.5%	2.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	95%	96%

Staff Counts

Staff	2004-05
Total Teachers	67
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	0

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	196	187	172
	Regents Diplomas	163	158	169
	% Regents Diplomas	83%	84%	98%
	Regents Diplomas with Advanced Designation**			120
	% Regents Diplomas with Advanced Designation			70%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	41	51	28
	Regents Diplomas	19	14	21
	% Regents Diplomas	46%	27%	75%
	Regents Diplomas with Advanced Designation**			5
	% Regents Diplomas with Advanced Designation			18%
	IEP Diplomas or Local Certificates	1	1	2
All Students	Total Graduates*	237	238	200
	Regents Diplomas	182	172	190
	% Regents Diplomas	77%	72%	95%
	Regents Diplomas with Advanced Designation**			125
	% Regents Diplomas with Advanced Designation			62%
	IEP Diplomas or Local Certificates	1	1	2

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	133	30	3	2	2	0	0	2
	Percent	77%	17%	2%	1%	1%	0%	0%	1%
Students with Disabilities	Number	11	13	2	0	1	0	0	1
	Percent	39%	46%	7%	0%	4%	0%	0%	4%
All Students	Number	144	43	5	2	3	0	0	3
	Percent	72%	21%	3%	1%	1%	0%	0%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	3		1	0.1%	1	0.1%
	Entered GED Program*	5		3	0.4%	5	0.6%
	Total Noncompleters	8		4	0.5%	6	0.8%
Students with Disabilities	Dropped Out	1		1	0.6%	2	1.2%
	Entered GED Program*	6		5	2.8%	2	1.2%
	Total Noncompleters	7		6	3.4%	4	2.5%
All Students	Dropped Out	4	0.4%	2	0.2%	3	0.3%
	Entered GED Program*	11	1.2%	8	0.9%	7	0.7%
	Total Noncompleters	15	1.6%	10	1.1%	10	1.1%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	766	787	806
	Number of Students with Disabilities	170	160	139
	Number of All Students	936	947	945
	Percent of Enrollment	99%	100%	100%

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	17	100%	12	100%	22	95%
Spanish	0	0%	13	69%	25	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2	#	4	#	5	100%
Spanish	0	0%	3	#	4	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
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%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	100%	8	88%	2	#
Science	5	100%	7	43%	9	67%
Reading	19	89%	10	80%	15	93%
Writing	15	73%	10	100%	17	100%
Global Studies	14	71%	11	36%	22	55%
U.S. Hist & Gov't	9	89%	3	#	11	55%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	261	226	229	52	37	35
Number Scoring 55-100	255	220	218	46	31	27
Number Scoring 65-100	243	212	213	36	26	23
Number Scoring 85-100	146	124	108	5	7	5
Percentage of Tested Scoring 55-100	98%	97%	95%	88%	84%	77%
Percentage of Tested Scoring 65-100	93%	94%	93%	69%	70%	66%
Percentage of Tested Scoring 85-100	56%	55%	47%	10%	19%	14%
Mathematics A						
Number Tested	246	246	228	54	31	41
Number Scoring 55-100	228	244	225	41	30	39
Number Scoring 65-100	216	243	225	37	29	39
Number Scoring 85-100	77	147	142	6	10	18
Percentage of Tested Scoring 55-100	93%	99%	99%	76%	97%	95%
Percentage of Tested Scoring 65-100	88%	99%	99%	69%	94%	95%
Percentage of Tested Scoring 85-100	31%	60%	62%	11%	32%	44%
Mathematics B						
Number Tested	154	145	162	11	12	11
Number Scoring 55-100	140	143	162	8	12	11
Number Scoring 65-100	125	132	159	5	9	11
Number Scoring 85-100	39	64	78	0	2	4
Percentage of Tested Scoring 55-100	91%	99%	100%	73%	100%	100%
Percentage of Tested Scoring 65-100	81%	91%	98%	45%	75%	100%
Percentage of Tested Scoring 85-100	25%	44%	48%	0%	17%	36%
Global History and Geography						
Number Tested	230	218	282	36	42	54
Number Scoring 55-100	222	207	268	32	34	42
Number Scoring 65-100	212	197	250	27	28	29
Number Scoring 85-100	107	112	122	6	6	4
Percentage of Tested Scoring 55-100	97%	95%	95%	89%	81%	78%
Percentage of Tested Scoring 65-100	92%	90%	89%	75%	67%	54%
Percentage of Tested Scoring 85-100	47%	51%	43%	17%	14%	7%
U.S. History and Government						
Number Tested	261	229	203	57	33	39
Number Scoring 55-100	257	226	186	53	30	27
Number Scoring 65-100	252	222	178	50	28	25
Number Scoring 85-100	127	148	104	9	9	6
Percentage of Tested Scoring 55-100	98%	99%	92%	93%	91%	69%
Percentage of Tested Scoring 65-100	97%	97%	88%	88%	85%	64%
Percentage of Tested Scoring 85-100	49%	65%	51%	16%	27%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	249	269	273	51	46	48
Number Scoring 55-100	241	266	259	45	43	40
Number Scoring 65-100	231	252	234	40	35	32
Number Scoring 85-100	92	104	90	7	4	1
Percentage of Tested Scoring 55-100	97%	99%	95%	88%	93%	83%
Percentage of Tested Scoring 65-100	93%	94%	86%	78%	76%	67%
Percentage of Tested Scoring 85-100	37%	39%	33%	14%	9%	2%
Physical Setting/Earth Science						
Number Tested	167	153	197	31	30	46
Number Scoring 55-100	163	147	187	28	25	37
Number Scoring 65-100	154	134	173	23	20	33
Number Scoring 85-100	98	53	87	11	5	16
Percentage of Tested Scoring 55-100	98%	96%	95%	90%	83%	80%
Percentage of Tested Scoring 65-100	92%	88%	88%	74%	67%	72%
Percentage of Tested Scoring 85-100	59%	35%	44%	35%	17%	35%
Physical Setting/Chemistry						
Number Tested	126	186	169	8	11	12
Number Scoring 55-100	118	181	165	7	11	12
Number Scoring 65-100	84	153	146	4	9	8
Number Scoring 85-100	6	39	36	0	2	3
Percentage of Tested Scoring 55-100	94%	97%	98%	88%	100%	100%
Percentage of Tested Scoring 65-100	67%	82%	86%	50%	82%	67%
Percentage of Tested Scoring 85-100	5%	21%	21%	0%	18%	25%
Physical Setting/Physics						
Number Tested		31	64		1	1
Number Scoring 55-100		28	58		#	#
Number Scoring 65-100		24	51		#	#
Number Scoring 85-100		2	18		#	#
Percentage of Tested Scoring 55-100		90%	91%		#	#
Percentage of Tested Scoring 65-100		77%	80%		#	#
Percentage of Tested Scoring 85-100		6%	28%		#	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	63	63	48	3	4	3
Number Scoring 55-100	63	63	47	#	#	#
Number Scoring 65-100	63	63	47	#	#	#
Number Scoring 85-100	34	40	32	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	98%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	98%	#	#	#
Percentage of Tested Scoring 85-100	54%	63%	67%	#	#	#
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	80	84	103	4	6	5
Number Scoring 55-100	80	84	103	#	6	5
Number Scoring 65-100	80	84	101	#	6	3
Number Scoring 85-100	57	65	80	#	4	3
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	100%	100%	98%	#	100%	60%
Percentage of Tested Scoring 85-100	71%	77%	78%	#	67%	60%
Comprehensive Latin						
Number Tested	30	14	13	3	1	0
Number Scoring 55-100	29	14	13	#	#	0
Number Scoring 65-100	27	14	13	#	#	0
Number Scoring 85-100	11	8	8	#	#	0
Percentage of Tested Scoring 55-100	97%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	90%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	37%	57%	62%	#	#	0%

(Form – H)

New York State Alternate Assessments (NYSAA) 2004–05

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

2001 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	171	171	171	32	32	32	203	203	203
Number Scoring 55–64	1	0	0	5	2	1	6	2	1
Number Scoring 65–84	70	42	40	17	16	19	87	58	59
Number Scoring 85–100	100	128	131	6	9	10	106	137	141
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		10	12		0	0
Beginning		0	1		0	0
Intermediate		1	5		0	0
Advanced		6	1		0	0
Proficient		3	5		0	0
Reading and Writing (Grade 9–12)						
Number Tested		10	12		0	0
Beginning		0	0		0	0
Intermediate		2	3		0	0
Advanced		7	3		0	0
Proficient		1	6		0	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)