

# New York State District Report Card Comprehensive Information Report

BEDS Code: 14-02-03-06-0000  
 Name: Williamsville Central School District  
 Superintendent: Howard S. Smith

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	713	707	709
First	751	719	727
Second	765	773	740
Third	810	775	799
Fourth	795	848	812
Fifth	827	806	861
Sixth	896	875	818
Ungraded Elementary	0	0	0
Seventh	871	937	915
Eighth	796	888	948
Ninth	855	800	884
Tenth	860	874	801
Eleventh	864	873	870
Twelfth	841	851	876
Ungraded Secondary	0	0	0
Total K-12 Enrollment	10644	10726	10760

## 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	631	5.9%	685	6.4%	761	7.1%
Black (Not Hispanic)	302	2.8%	354	3.3%	362	3.4%
Hispanic	98	0.9%	108	1.0%	120	1.1%
White (Not Hispanic)	9613	90.3%	9579	89.3%	9517	88.4%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	20	19
Common Branch	23	23	23
English Grade 8	21	22	22
Mathematics Grade 8	20	22	22
Science Grade 8	22	23	23
Social Studies Grade 8	22	23	23
English Grade 10	22	22	22
Mathematics Grade 10	22	25	22
Science Grade 10	22	23	20
Social Studies Grade 10	22	22	22

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	162	1.5%	167	1.6%	178	1.7%
<b>Eligible for Free Lunch</b>	353	3.3%	386	3.6%	435	4.0%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		96.0%		96.1%		96.3%
<b>Student Suspensions</b>	186	1.8%	223	2.1%	238	2.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.7%	2.3%	2.2%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	809
Total Other Professional Staff	103
Total Paraprofessionals	288
Teaching Out of Certification*	16

\*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	676	570	84%	732	621	85%	702	615	88%
Students with Disabilities	97	39	40%	86	38	44%	117	48	41%
All Students	773	609	79%	818	659	81%	819	663	81%

\*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	586	163	8	7	32	23
Percent	72%	20%	1%	1%	4%	3%

## 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)
117	48	14	131

\*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	15		16		10	0.3%
	Entered GED Program*	20		24		17	0.6%
	Total Noncompleters	35		40		27	0.9%
Students with Disabilities	Dropped Out	11		3		7	1.4%
	Entered GED Program*	4		9		12	2.5%
	Total Noncompleters	15		12		19	3.9%
All Students	Dropped Out	26	0.8%	19	0.6%	17	0.5%
	Entered GED Program*	24	0.7%	33	1.0%	29	0.8%
	Total Noncompleters	50	1.5%	52	1.5%	46	1.3%

\*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	165	0
	Number of Students with Disabilities	0	22	0
	Number of All Students	0	187	0
	Percent of Enrollment	0%	11%	0%
6-8	Number of General-Education Students	517	834	1025
	Number of Students with Disabilities	59	96	95
	Number of All Students	576	930	1120
	Percent of Enrollment	22%	34%	42%
9-12	Number of General-Education Students	1611	1594	1735
	Number of Students with Disabilities	294	260	255
	Number of All Students	1905	1854	1990
	Percent of Enrollment	56%	55%	58%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	282		
Completed and Passed Regents Exams	221	78%	77%
Completed and had Course Average of 75% or More	275	98%	81%
Completed and Attained a HS Diploma or Equivalent	232	82%	96%
Completed and Whose Status is Known	151		
Completed and Were Successfully Placed	127	84%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	105	18%	30%
Underrepresented Gender Members Who Completed	2	3%	19%

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	320	98%	204	100%	243	99%
German	19	100%	39	100%	35	100%
Italian	0	0%	0	0%	0	0%
Latin	137	92%	115	100%	127	96%
Spanish	655	96%	553	97%	594	93%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	25	100%	18	89%	17	100%
German	2	#	3	#	6	0%
Italian	0	0%	0	0%	0	0%
Latin	17	76%	10	100%	12	83%
Spanish	36	75%	55	95%	63	89%

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	59	92%	63	90%	24	92%
Science	21	62%	22	77%	30	67%
Reading	13	92%	27	85%	20	85%
Writing	12	100%	26	85%	23	100%
Global Studies	29	62%	40	73%	28	68%
U.S. Hist & Gov't	37	86%	26	81%	10	80%

(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	820	897	881	87	124	93
Number Scoring 55-100	809	872	865	81	107	80
Number Scoring 65-100	796	853	848	74	95	69
Number Scoring 85-100	465	498	509	19	14	19
Percentage of Tested Scoring 55-100	99%	97%	98%	93%	86%	86%
Percentage of Tested Scoring 65-100	97%	95%	96%	85%	77%	74%
Percentage of Tested Scoring 85-100	57%	56%	58%	22%	11%	20%
<b>Mathematics A</b>						
Number Tested	866	967	908	94	102	96
Number Scoring 55-100	808	919	885	77	80	78
Number Scoring 65-100	748	889	874	58	68	68
Number Scoring 85-100	454	405	533	13	11	22
Percentage of Tested Scoring 55-100	93%	95%	97%	82%	78%	81%
Percentage of Tested Scoring 65-100	86%	92%	96%	62%	67%	71%
Percentage of Tested Scoring 85-100	52%	42%	59%	14%	11%	23%
<b>Mathematics B</b>						
Number Tested	5	520	625	0	19	27
Number Scoring 55-100	5	485	601	0	16	25
Number Scoring 65-100	5	435	553	0	11	22
Number Scoring 85-100	3	165	254	0	0	3
Percentage of Tested Scoring 55-100	100%	93%	96%	0%	84%	93%
Percentage of Tested Scoring 65-100	100%	84%	88%	0%	58%	81%
Percentage of Tested Scoring 85-100	60%	32%	41%	0%	0%	11%
<b>Global History and Geography</b>						
Number Tested	833	921	857	117	112	104
Number Scoring 55-100	809	887	819	107	95	87
Number Scoring 65-100	773	841	779	93	81	69
Number Scoring 85-100	319	422	463	9	19	23
Percentage of Tested Scoring 55-100	97%	96%	96%	91%	85%	84%
Percentage of Tested Scoring 65-100	93%	91%	91%	79%	72%	66%
Percentage of Tested Scoring 85-100	38%	46%	54%	8%	17%	22%
<b>U.S. History and Government</b>						
Number Tested	881	901	869	86	127	92
Number Scoring 55-100	855	888	860	77	118	85
Number Scoring 65-100	808	867	839	61	108	79
Number Scoring 85-100	361	515	557	12	29	27
Percentage of Tested Scoring 55-100	97%	99%	99%	90%	93%	92%
Percentage of Tested Scoring 65-100	92%	96%	97%	71%	85%	86%
Percentage of Tested Scoring 85-100	41%	57%	64%	14%	23%	29%

(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	792	879	844	87	112	102
Number Scoring 55-100	786	867	836	84	103	95
Number Scoring 65-100	770	841	809	78	88	82
Number Scoring 85-100	307	394	382	6	14	14
Percentage of Tested Scoring 55-100	99%	99%	99%	97%	92%	93%
Percentage of Tested Scoring 65-100	97%	96%	96%	90%	79%	80%
Percentage of Tested Scoring 85-100	39%	45%	45%	7%	12%	14%
<b>Physical Setting/Earth Science</b>						
Number Tested	895	829	873	111	99	103
Number Scoring 55-100	874	795	827	107	79	82
Number Scoring 65-100	847	763	774	92	65	64
Number Scoring 85-100	447	444	371	18	19	16
Percentage of Tested Scoring 55-100	98%	96%	95%	96%	80%	80%
Percentage of Tested Scoring 65-100	95%	92%	89%	83%	66%	62%
Percentage of Tested Scoring 85-100	50%	54%	42%	16%	19%	16%
<b>Physical Setting/Chemistry</b>						
Number Tested	537	649	721	18	32	27
Number Scoring 55-100	511	616	708	14	29	26
Number Scoring 65-100	404	481	615	11	18	21
Number Scoring 85-100	67	98	147	0	1	3
Percentage of Tested Scoring 55-100	95%	95%	98%	78%	91%	96%
Percentage of Tested Scoring 65-100	75%	74%	85%	61%	56%	78%
Percentage of Tested Scoring 85-100	12%	15%	20%	0%	3%	11%
<b>Physical Setting/Physics</b>						
Number Tested			201			6
Number Scoring 55-100			194			5
Number Scoring 65-100			178			4
Number Scoring 85-100			62			0
Percentage of Tested Scoring 55-100			97%			83%
Percentage of Tested Scoring 65-100			89%			67%
Percentage of Tested Scoring 85-100			31%			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	184	215	188	2	5	6
Number Scoring 55-100	181	215	188	#	5	6
Number Scoring 65-100	177	213	188	#	5	6
Number Scoring 85-100	79	141	138	#	1	3
Percentage of Tested Scoring 55-100	98%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	96%	99%	100%	#	100%	100%
Percentage of Tested Scoring 85-100	43%	66%	73%	#	20%	50%
<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	28	20	13	1	1	2
Number Scoring 55-100	28	20	13	#	#	#
Number Scoring 65-100	28	20	13	#	#	#
Number Scoring 85-100	16	13	8	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	57%	65%	62%	#	#	#
<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	322	366	361	5	13	14
Number Scoring 55-100	322	366	360	5	13	14
Number Scoring 65-100	321	365	359	5	13	13
Number Scoring 85-100	250	258	277	4	4	5
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	100%	99%	100%	100%	93%
Percentage of Tested Scoring 85-100	78%	70%	77%	80%	31%	36%
<b>Comprehensive Latin</b>						
Number Tested	77	95	76	5	10	3
Number Scoring 55-100	77	94	76	5	10	#
Number Scoring 65-100	77	92	76	5	9	#
Number Scoring 85-100	54	50	51	3	2	#
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	100%	#
Percentage of Tested Scoring 65-100	100%	97%	100%	100%	90%	#
Percentage of Tested Scoring 85-100	70%	53%	67%	60%	20%	#

(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	594	33	0	23	2	0
Number Scoring 55-100	569	31	0	22	#	0
Number Scoring 65-100	545	30	0	19	#	0
Number Scoring 85-100	358	13	0	10	#	0
Percentage of Tested Scoring 55-100	96%	94%	0%	96%	#	0%
Percentage of Tested Scoring 65-100	92%	91%	0%	83%	#	0%
Percentage of Tested Scoring 85-100	60%	39%	0%	43%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	306	100%	248	100%	205	98%
Students with Disabilities	52	98%	70	84%	45	76%

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	765	1%	3%	42%	54%
	Students with Disabilities	93	15%	22%	51%	13%
	All Students	858	2%	5%	43%	50%

## 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	835	0%	8%	42%	50%
	Students with Disabilities	108	6%	35%	47%	11%
	All Students	943	1%	11%	43%	46%

(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	4	1	#	#	#	#
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	7	0	0	0	0	7
Social Studies	7	0	0	1	0	6
Mathematics	7	0	0	1	0	6
Science	7	0	0	0	1	6

## 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	683	683	683	125	125	125	808	808	808
Number Scoring 55–64	2	1	2	6	6	6	8	7	8
Number Scoring 65–84	345	223	273	89	74	88	434	297	361
Number Scoring 85–100	330	455	406	14	28	20	344	483	426
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 K-1)</b>						
Number Tested			60			1
Beginning (0-18)			4			#
Intermediate (19-31)			10			#
Advanced (32-36)			26			#
Proficient (37-39)			20			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			60			1
Beginning (0-14)			9			#
Intermediate (15-24)			23			#
Advanced (25-32)			21			#
Proficient (33-35)			7			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			57			3
Beginning (0-18)			2			#
Intermediate (19-31)			18			#
Advanced (32-36)			24			#
Proficient (37-39)			13			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			57			3
Beginning (0-14)			10			#
Intermediate (15-24)			31			#
Advanced (25-32)			15			#
Proficient (33-35)			1			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			27			3
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			12			#
Proficient (37-39)			14			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			27			3
Beginning (0-14)			0			#
Intermediate (15-24)			8			#
Advanced (25-32)			16			#
Proficient (33-35)			3			#

\*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 – K)

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			25			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			11			0
Proficient (37-39)			11			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			25			0
Beginning (0-14)			1			0
Intermediate (15-24)			9			0
Advanced (25-32)			8			0
Proficient (33-35)			7			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			41			1
Beginning (0-18)			0			#
Intermediate (19-31)			4			#
Advanced (32-36)			16			#
Proficient (37-39)			21			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			42			1
Beginning (0-14)			0			#
Intermediate (15-24)			5			#
Advanced (25-32)			29			#
Proficient (33-35)			8			#

\*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)