

# New York State District Report Card Comprehensive Information Report

BEDS Code: 65-14-02-04-0000  
 Name: Williamson Central School District  
 Superintendent: Maria Ehresman

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	101	101	93
First	97	94	94
Second	100	96	94
Third	102	106	99
Fourth	98	102	102
Fifth	97	96	105
Sixth	128	97	102
Ungraded Elementary	0	0	0
Seventh	113	128	106
Eighth	114	114	127
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	1379	1373	1371

## 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	10	0.7%	11	0.8%	15	1.1%
Black (Not Hispanic)	74	5.4%	70	5.1%	72	5.3%
Hispanic	40	2.9%	44	3.2%	36	2.6%
White (Not Hispanic)	1255	91.0%	1248	90.9%	1248	91.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	16	15
Common Branch	20	21	18
English Grade 8	21	20	19
Mathematics Grade 8	20	20	19
Science Grade 8	22	20	20
Social Studies Grade 8	23	21	20
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
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**

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	28	2.0%	30	2.2%	26	1.9%
Eligible for Free Lunch	154	11.2%	163	11.9%	185	13.5%

**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		95.7%		95.9%		95.9%
Student Suspensions	62	4.4%	74	5.4%	93	6.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.5%	7.7%	10.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

**Staff Counts**

Staff	2003-04
Total Teachers	127
Total Other Professional Staff	17
Total Paraprofessionals	52
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%	101	82	81%
Students with Disabilities	16	2	12%	11	2	18%	4	0	0%
All Students	99	62	63%	83	53	64%	105	82	78%

\*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	43	1	8	11	0
Percent	40%	41%	1%	8%	10%	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.
<b>General-Education Students</b>	Dropped Out	7		7		6	1.5%
	Entered GED Program*	0		1		1	0.2%
	Total Noncompleters	7		8		7	1.7%
<b>Students with Disabilities</b>	Dropped Out	1		2		1	1.4%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	1		3		1	1.4%
<b>All Students</b>	Dropped Out	8	1.9%	9	2.1%	7	1.4%
	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	89	219	103
	Number of Students with Disabilities	25	24	23
	Number of All Students	114	243	126
	Percent of Enrollment	32%	72%	38%
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	2		
Completed and Passed Regents Exams	2	100%	77%
Completed and had Course Average of 75% or More	2	100%	81%
Completed and Attained a HS Diploma or Equivalent	2	100%	96%
Completed and Whose Status is Known	2		
Completed and Were Successfully Placed	2	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	1	17%	30%
Underrepresented Gender Members Who Completed	1	50%	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	0	0%	28	100%	43	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	60	98%	64	88%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	6	100%	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	11	91%	10	60%

# 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%	4	#	5	100%
Science	0	0%	2	#	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	2	#
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	#	8	75%	12	100%
Science	1	#	6	50%	2	#
Reading	0	0%	1	#	1	#
Writing	0	0%	3	#	0	0%
Global Studies	0	0%	2	#	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	107	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%	96%	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	124	120	173	9	15	29
Number Scoring 55-100	88	95	166	4	7	24
Number Scoring 65-100	77	84	163	4	5	22
Number Scoring 85-100	38	13	54	1	0	2
Percentage of Tested Scoring 55-100	71%	79%	96%	44%	47%	83%
Percentage of Tested Scoring 65-100	62%	70%	94%	44%	33%	76%
Percentage of Tested Scoring 85-100	31%	11%	31%	11%	0%	7%
<b>Mathematics B</b>						
Number Tested	39	0	67	1	0	2
Number Scoring 55-100	38	0	51	#	0	#
Number Scoring 65-100	38	0	40	#	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%	60%	#	0%	#
Percentage of Tested Scoring 85-100	59%	0%	12%	#	0%	#
<b>Global History and Geography</b>						
Number Tested	107	100	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%	94%	94%	100%	86%	73%
Percentage of Tested Scoring 65-100	93%	88%	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	106	99	11	12	14
Number Scoring 55-100	87	105	92	9	11	13
Number Scoring 65-100	77	96	78	8	8	8
Number Scoring 85-100	31	63	35	0	2	0
Percentage of Tested Scoring 55-100	95%	99%	93%	82%	92%	93%
Percentage of Tested Scoring 65-100	84%	91%	79%	73%	67%	57%
Percentage of Tested Scoring 85-100	34%	59%	35%	0%	17%	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	117	132	10	25	33
Number Scoring 55-100	98	114	119	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%	97%	90%	100%	88%	73%
Percentage of Tested Scoring 65-100	97%	91%	81%	90%	64%	55%
Percentage of Tested Scoring 85-100	40%	25%	26%	20%	0%	3%
<b>Physical Setting/Earth Science</b>						
Number Tested	97	96	110	5	16	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%	97%	97%	100%	94%	82%
Percentage of Tested Scoring 65-100	94%	91%	91%	80%	75%	65%
Percentage of Tested Scoring 85-100	56%	52%	38%	40%	25%	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	92	3%	3%	68%	25%
	Students with Disabilities	13	38%	15%	46%	0%
	All Students	105	8%	5%	66%	22%

## 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	103	0%	39%	49%	13%
	Students with Disabilities	19	5%	84%	11%	0%
	All Students	122	1%	46%	43%	11%

(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	1	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	99	99	99	8	8	8	107	107	107
Number Scoring 55–64	2	5	4	1	3	2	3	8	6
Number Scoring 65–84	45	31	41	3	0	1	48	31	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 K-1)</b>						
Number Tested			6			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			1			#
Proficient (37-39)			5			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			6			1
Beginning (0-14)			0			#
Intermediate (15-24)			1			#
Advanced (25-32)			2			#
Proficient (33-35)			3			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			5			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			1			#
Proficient (37-39)			4			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			5			1
Beginning (0-14)			0			#
Intermediate (15-24)			3			#
Advanced (25-32)			2			#
Proficient (33-35)			0			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			1			0
Proficient (37-39)			3			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			5			0
Beginning (0-14)			1			0
Intermediate (15-24)			2			0
Advanced (25-32)			1			0
Proficient (33-35)			1			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 - 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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)