

# 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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	707	709	741
First	719	727	706
Second	773	740	743
Third	775	799	774
Fourth	848	812	815
Fifth	806	861	792
Sixth	875	818	873
Ungraded Elementary	0	0	0
Seventh	937	915	810
Eighth	888	948	933
Ninth	800	884	919
Tenth	874	801	898
Eleventh	873	870	792
Twelfth	851	876	861
Ungraded Secondary	0	0	0
Total K-12 Enrollment	10726	10760	10657

## 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	685	6.4%	761	7.1%	792	7.4%
Black (Not Hispanic)	354	3.3%	362	3.4%	366	3.4%
Hispanic	108	1.0%	120	1.1%	131	1.2%
White (Not Hispanic)	9579	89.3%	9517	88.4%	9368	87.9%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	19	20
Common Branch	23	23	23
English Grade 8	22	22	23
Mathematics Grade 8	22	22	23
Science Grade 8	23	23	23
Social Studies Grade 8	23	23	24
English Grade 10	22	22	22
Mathematics Grade 10	25	22	22
Science Grade 10	23	20	21
Social Studies Grade 10	22	22	21

(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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	167	1.6%	178	1.7%	207	1.9%
Eligible for Free Lunch	386	3.6%	435	4.0%	461	4.3%

### 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		96.1%		96.3%		96.5%
Student Suspensions	223	2.1%	238	2.2%	239	2.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	2.3%	2.2%	2.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	813
Total Other Professional Staff	104
Total Paraprofessionals	288
Teaching Out of Certification*	3

\*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
<b>General-Education Students</b>	Total Graduates*	732	702	737
	Regents Diplomas	621	615	726
	% Regents Diplomas	85%	88%	99%
	Regents Diplomas with Advanced Designation**			532
	% Regents Diplomas with Advanced Designation			72%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	86	117	77
	Regents Diplomas	38	48	56
	% Regents Diplomas	44%	41%	73%
	Regents Diplomas with Advanced Designation**			15
	% Regents Diplomas with Advanced Designation			19%
	IEP Diplomas or Local Certificates	9	14	9
<b>All Students</b>	Total Graduates*	818	819	814
	Regents Diplomas	659	663	782
	% Regents Diplomas	81%	81%	96%
	Regents Diplomas with Advanced Designation**			547
	% Regents Diplomas with Advanced Designation			67%
	IEP Diplomas or Local Certificates	9	14	9

\* 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
<b>General-Education Students</b>	<b>Number</b>	580	124	5	5	14	0	6	3
	<b>Percent</b>	79%	17%	1%	1%	2%	0%	1%	0%
<b>Students with Disabilities</b>	<b>Number</b>	28	35	3	1	8	0	1	1
	<b>Percent</b>	36%	45%	4%	1%	10%	0%	1%	1%
<b>All Students</b>	<b>Number</b>	608	159	8	6	22	0	7	4
	<b>Percent</b>	75%	20%	1%	1%	3%	0%	1%	0%

## 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.
<b>General-Education Students</b>	Dropped Out	16		10	0.3%	13	0.4%
	Entered GED Program*	24		17	0.6%	13	0.4%
	Total Noncompleters	40		27	0.9%	26	0.9%
<b>Students with Disabilities</b>	Dropped Out	3		7	1.4%	8	1.7%
	Entered GED Program*	9		12	2.5%	7	1.5%
	Total Noncompleters	12		19	3.9%	15	3.2%
<b>All Students</b>	Dropped Out	19	0.6%	17	0.5%	21	0.6%
	Entered GED Program*	33	1.0%	29	0.8%	20	0.6%
	Total Noncompleters	52	1.5%	46	1.3%	41	1.2%

\*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	165	0	0
	Number of Students with Disabilities	22	0	0
	Number of All Students	187	0	0
	Percent of Enrollment	11%	0%	0%
6-8	Number of General-Education Students	834	1025	998
	Number of Students with Disabilities	96	95	139
	Number of All Students	930	1120	1137
	Percent of Enrollment	34%	42%	43%
9-12	Number of General-Education Students	1594	1735	1763
	Number of Students with Disabilities	260	255	230
	Number of All Students	1854	1990	1993
	Percent of Enrollment	55%	58%	57%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	292		
Completed and Passed Regents Exams	222	76%	80%
Completed and had Course Average of 75% or More	291	100%	82%
Completed and Attained a HS Diploma or Equivalent	285	98%	96%
Completed and Whose Status is Known	145		
Completed and Were Successfully Placed	145	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	6	3%	25%
Underrepresented Gender Members Who Completed	4	5%	19%

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	204	100%	243	99%	247	96%
German	39	100%	35	100%	45	98%
Italian	0	0%	0	0%	0	0%
Latin	115	100%	127	96%	144	99%
Spanish	553	97%	594	93%	639	98%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	18	89%	17	100%	5	80%
German	3	#	6	100%	10	0%
Italian	0	0%	0	0%	0	0%
Latin	10	100%	12	83%	8	88%
Spanish	55	95%	63	89%	19	100%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	0	0%	0	0%
Science	1	#	0	0%	1	#
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	2	#	0	0%	3	#
U.S. Hist & Gov't	1	#	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	63	90%	24	92%	5	20%
Science	22	77%	30	67%	14	64%
Reading	27	85%	20	85%	31	90%
Writing	26	85%	23	100%	30	100%
Global Studies	40	73%	28	68%	36	39%
U.S. Hist & Gov't	26	81%	10	80%	24	58%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	897	881	828	124	93	87
Number Scoring 55-100	872	865	801	107	80	69
Number Scoring 65-100	853	848	782	95	69	60
Number Scoring 85-100	498	509	441	14	19	8
Percentage of Tested Scoring 55-100	97%	98%	97%	86%	86%	79%
Percentage of Tested Scoring 65-100	95%	96%	94%	77%	74%	69%
Percentage of Tested Scoring 85-100	56%	58%	53%	11%	20%	9%
<b>Mathematics A</b>						
Number Tested	967	908	854	102	96	106
Number Scoring 55-100	919	885	841	80	78	95
Number Scoring 65-100	889	874	832	68	68	90
Number Scoring 85-100	405	533	544	11	22	39
Percentage of Tested Scoring 55-100	95%	97%	98%	78%	81%	90%
Percentage of Tested Scoring 65-100	92%	96%	97%	67%	71%	85%
Percentage of Tested Scoring 85-100	42%	59%	64%	11%	23%	37%
<b>Mathematics B</b>						
Number Tested	520	625	672	19	27	30
Number Scoring 55-100	485	601	628	16	25	22
Number Scoring 65-100	435	553	587	11	22	19
Number Scoring 85-100	165	254	282	0	3	6
Percentage of Tested Scoring 55-100	93%	96%	93%	84%	93%	73%
Percentage of Tested Scoring 65-100	84%	88%	87%	58%	81%	63%
Percentage of Tested Scoring 85-100	32%	41%	42%	0%	11%	20%
<b>Global History and Geography</b>						
Number Tested	921	857	963	112	104	138
Number Scoring 55-100	887	819	933	95	87	116
Number Scoring 65-100	841	779	887	81	69	88
Number Scoring 85-100	422	463	484	19	23	18
Percentage of Tested Scoring 55-100	96%	96%	97%	85%	84%	84%
Percentage of Tested Scoring 65-100	91%	91%	92%	72%	66%	64%
Percentage of Tested Scoring 85-100	46%	54%	50%	17%	22%	13%
<b>U.S. History and Government</b>						
Number Tested	901	869	825	127	92	93
Number Scoring 55-100	888	860	783	118	85	71
Number Scoring 65-100	867	839	761	108	79	63
Number Scoring 85-100	515	557	500	29	27	19
Percentage of Tested Scoring 55-100	99%	99%	95%	93%	92%	76%
Percentage of Tested Scoring 65-100	96%	97%	92%	85%	86%	68%
Percentage of Tested Scoring 85-100	57%	64%	61%	23%	29%	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	879	844	910	112	102	114
Number Scoring 55-100	867	836	888	103	95	99
Number Scoring 65-100	841	809	846	88	82	83
Number Scoring 85-100	394	382	414	14	14	10
Percentage of Tested Scoring 55-100	99%	99%	98%	92%	93%	87%
Percentage of Tested Scoring 65-100	96%	96%	93%	79%	80%	73%
Percentage of Tested Scoring 85-100	45%	45%	45%	12%	14%	9%
<b>Physical Setting/Earth Science</b>						
Number Tested	829	873	982	99	103	140
Number Scoring 55-100	795	827	940	79	82	117
Number Scoring 65-100	763	774	874	65	64	92
Number Scoring 85-100	444	371	514	19	16	28
Percentage of Tested Scoring 55-100	96%	95%	96%	80%	80%	84%
Percentage of Tested Scoring 65-100	92%	89%	89%	66%	62%	66%
Percentage of Tested Scoring 85-100	54%	42%	52%	19%	16%	20%
<b>Physical Setting/Chemistry</b>						
Number Tested	649	721	634	32	27	23
Number Scoring 55-100	616	708	621	29	26	23
Number Scoring 65-100	481	615	542	18	21	19
Number Scoring 85-100	98	147	166	1	3	4
Percentage of Tested Scoring 55-100	95%	98%	98%	91%	96%	100%
Percentage of Tested Scoring 65-100	74%	85%	85%	56%	78%	83%
Percentage of Tested Scoring 85-100	15%	20%	26%	3%	11%	17%
<b>Physical Setting/Physics</b>						
Number Tested		201	254		6	6
Number Scoring 55-100		194	240		5	6
Number Scoring 65-100		178	217		4	5
Number Scoring 85-100		62	93		0	2
Percentage of Tested Scoring 55-100		97%	94%		83%	100%
Percentage of Tested Scoring 65-100		89%	85%		67%	83%
Percentage of Tested Scoring 85-100		31%	37%		0%	33%

\* 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
<b>Comprehensive French</b>						
Number Tested	215	188	174	5	6	7
Number Scoring 55-100	215	188	173	5	6	6
Number Scoring 65-100	213	188	172	5	6	6
Number Scoring 85-100	141	138	131	1	3	2
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	86%
Percentage of Tested Scoring 65-100	99%	100%	99%	100%	100%	86%
Percentage of Tested Scoring 85-100	66%	73%	75%	20%	50%	29%
<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	20	13	26	1	2	1
Number Scoring 55-100	20	13	26	#	#	#
Number Scoring 65-100	20	13	26	#	#	#
Number Scoring 85-100	13	8	12	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	65%	62%	46%	#	#	#
<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	366	361	412	13	14	13
Number Scoring 55-100	366	360	410	13	14	13
Number Scoring 65-100	365	359	406	13	13	10
Number Scoring 85-100	258	277	293	4	5	5
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	99%	99%	100%	93%	77%
Percentage of Tested Scoring 85-100	70%	77%	71%	31%	36%	38%
<b>Comprehensive Latin</b>						
Number Tested	95	76	64	10	3	4
Number Scoring 55-100	94	76	64	10	#	#
Number Scoring 65-100	92	76	64	9	#	#
Number Scoring 85-100	50	51	34	2	#	#
Percentage of Tested Scoring 55-100	99%	100%	100%	100%	#	#
Percentage of Tested Scoring 65-100	97%	100%	100%	90%	#	#
Percentage of Tested Scoring 85-100	53%	67%	53%	20%	#	#

(Form – H)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	692	1%	1%	35%	63%
	Students with Disabilities	93	18%	16%	43%	23%
	All Students	785	3%	3%	36%	58%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	818	0%	2%	35%	63%
	Students with Disabilities	121	0%	27%	55%	17%
	All Students	939	0%	6%	37%	57%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	3	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	7	0	0	0	0	7
Social Studies	7	0	0	0	0	7
Mathematics	7	0	0	0	0	7
Science	7	0	0	0	0	7

### 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	735	735	735	89	89	89	824	824	824
Number Scoring 55–64	2	2	3	8	3	1	10	5	4
Number Scoring 65–84	323	202	250	43	42	54	366	244	304
Number Scoring 85–100	401	527	481	17	25	20	418	552	501
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		60	72		1	3
Beginning		4	0		#	#
Intermediate		10	24		#	#
Advanced		26	38		#	#
Proficient		20	10		#	#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		60	72		1	3
Beginning		9	9		#	#
Intermediate		23	24		#	#
Advanced		21	22		#	#
Proficient		7	17		#	#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		57	63		3	4
Beginning		2	1		#	#
Intermediate		18	9		#	#
Advanced		24	36		#	#
Proficient		13	17		#	#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		57	63		3	4
Beginning		10	1		#	#
Intermediate		31	5		#	#
Advanced		15	28		#	#
Proficient		1	29		#	#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		27	18		3	2
Beginning		0	1		#	#
Intermediate		1	0		#	#
Advanced		12	7		#	#
Proficient		14	10		#	#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		27	18		3	2
Beginning		0	2		#	#
Intermediate		8	0		#	#
Advanced		16	8		#	#
Proficient		3	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 - K)

# 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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		25	20		0	1
Beginning		0	1		0	#
Intermediate		3	3		0	#
Advanced		11	8		0	#
Proficient		11	8		0	#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		25	20		0	1
Beginning		1	1		0	#
Intermediate		9	5		0	#
Advanced		8	3		0	#
Proficient		7	11		0	#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		41	38		1	1
Beginning		0	1		#	#
Intermediate		4	5		#	#
Advanced		16	14		#	#
Proficient		21	18		#	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		42	38		1	1
Beginning		0	0		#	#
Intermediate		5	6		#	#
Advanced		29	11		#	#
Proficient		8	21		#	#

\*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)