



The New York State Accountability Report 2011-12

DISTRICT: WILLIAMSVILLE CENTRAL
SCHOOL DISTRICT
DISTRICT ID: 140203060000
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Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
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Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	✓
Students With Disabilities	✓
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	4838	100%
American Indian or Alaska Native	—	18	—
Black or African American	✓	148	100%
Hispanic or Latino	✓	166	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	455	100%
White	✓	3891	100%
Multiracial	✓	160	100%
Students With Disabilities	✓	555	100%
Limited English Proficient	✓	73	99%
Economically Disadvantaged	✓	566	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	4760	178	148	148
American Indian or Alaska Native	—	18	—	—	—
Black or African American	✓	139	153	121	121
Hispanic or Latino	✓	159	169	124	124
Asian or Native Hawaiian/Other Pacific Islander	✓	451	185	160	160
White	✓	3843	178	162	162
Multiracial	✓	150	181	150	150
Students With Disabilities	✓	585†	117†	96	96
Limited English Proficient	✓	111‡	126‡	100	100
Economically Disadvantaged	✓	539	147	129	129

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	4820	100%
Not Black or African American	4690	100%
Not Hispanic or Latino	4672	100%
Not Asian or Native Hawaiian/Other Pacific Islander	4383	100%
Not White	947	100%
Not Multiracial	4678	100%
General Education	4283	100%
English Proficient	4765	100%
Not Economically Disadvantaged	4272	100%
Male	2474	100%
Female	2364	100%
Migrant	0	—
Not Migrant	4838	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	4742	178
Not Black or African American	4621	178
Not Hispanic or Latino	4601	178
Not Asian or Native Hawaiian/Other Pacific Islander	4309	177
Not White	917	177
Not Multiracial	4610	178
General Education	4214	186
English Proficient	4696	179
Not Economically Disadvantaged	4221	182
Male	2436	172
Female	2324	184
Migrant	0	—
Not Migrant	4760	178

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Math: AYP

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	✓
Students With Disabilities	✓
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	4835	100%
American Indian or Alaska Native	—	18	—
Black or African American	✓	148	100%
Hispanic or Latino	✓	165	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	455	100%
White	✓	3889	100%
Multiracial	✓	160	99%
Students With Disabilities	✓	555	99%
Limited English Proficient	✓	71	100%
Economically Disadvantaged	✓	566	100%

- ✓ At least 95% of students enrolled during the test administration period were tested.
- ✗ Less than 95% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	4761	183	162	162
American Indian or Alaska Native	—	18	—	—	—
Black or African American	✓	139	153	133	133
Hispanic or Latino	✓	161	173	142	142
Asian or Native Hawaiian/Other Pacific Islander	✓	454	191	180	180
White	✓	3840	184	172	172
Multiracial	✓	149	184	157	157
Students With Disabilities	✓	584†	138†	117	117
Limited English Proficient	✓	115‡	155‡	130	130
Economically Disadvantaged	✓	541	160	146	146

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:
$$\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:
$$2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10.$$

Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	4817	100%
Not Black or African American	4687	100%
Not Hispanic or Latino	4670	100%
Not Asian or Native Hawaiian/Other Pacific Islander	4380	100%
Not White	946	100%
Not Multiracial	4675	100%
General Education	4280	100%
English Proficient	4764	100%
Not Economically Disadvantaged	4269	100%
Male	2473	100%
Female	2362	100%
Migrant	0	—
Not Migrant	4835	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	4743	183
Not Black or African American	4622	184
Not Hispanic or Latino	4600	184
Not Asian or Native Hawaiian/Other Pacific Islander	4307	182
Not White	921	181
Not Multiracial	4612	183
General Education	4216	190
English Proficient	4693	184
Not Economically Disadvantaged	4220	186
Male	2437	182
Female	2324	185
Migrant	0	—
Not Migrant	4761	183

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Science: AYP

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	✓
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1595	99%
American Indian or Alaska Native	—	7	—
Black or African American	✓	46	100%
Hispanic or Latino	✓	45	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	143	99%
White	✓	1302	99%
Multiracial	✓	52	100%
Students With Disabilities	✓	189	98%
Limited English Proficient	—	18	—
Economically Disadvantaged	✓	169	99%

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	1559	197	176	176
American Indian or Alaska Native	—	7	—	—	—
Black or African American	✓	43	186	146	146
Hispanic or Latino	✓	44	193	150	150
Asian or Native Hawaiian/Other Pacific Islander	✓	141	196	178	178
White	✓	1274	198	188	188
Multiracial	✓	50	192	175	175
Students With Disabilities	✓	200†	185†	146	146
Limited English Proficient	—	17	—	—	—
Economically Disadvantaged	✓	160	192	160	160

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]}{\times 100}$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1588	99%
Not Black or African American	1549	99%
Not Hispanic or Latino	1550	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1452	99%
Not White	293	100%
Not Multiracial	1543	99%
General Education	1406	100%
English Proficient	1577	99%
Not Economically Disadvantaged	1426	100%
Male	817	99%
Female	778	99%
Migrant	0	—
Not Migrant	1595	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1552	197
Not Black or African American	1516	198
Not Hispanic or Latino	1515	197
Not Asian or Native Hawaiian/Other Pacific Islander	1418	197
Not White	285	193
Not Multiracial	1509	197
General Education	1376	199
English Proficient	1542	198
Not Economically Disadvantaged	1399	198
Male	798	197
Female	761	198
Migrant	0	—
Not Migrant	1559	197

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Secondary-Level ELA: AYP

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	863	100%
American Indian or Alaska Native	—	3	—
Black or African American	—	36	—
Hispanic or Latino	—	28	—
Asian or Native Hawaiian/Other Pacific Islander	✓	74	99%
White	✓	709	100%
Multiracial	—	13	—
Students With Disabilities	✓	69	99%
Limited English Proficient	—	2	—
Economically Disadvantaged	✓	84	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	843	188	155	155
American Indian or Alaska Native	—	4	—	—	—
Black or African American	✓	35	189	118	118
Hispanic or Latino	—	25	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	69	196	160	160
White	✓	699	187	170	170
Multiracial	—	11	—	—	—
Students With Disabilities	✓	96†	145†	87	87
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	86	174	130	130

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level ELA: Non-AYP Groups

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	860	100%
Not Black or African American	827	100%
Not Hispanic or Latino	835	100%
Not Asian or Native Hawaiian/Other Pacific Islander	789	100%
Not White	154	99%
Not Multiracial	850	100%
General Education	794	100%
English Proficient	861	100%
Not Economically Disadvantaged	779	100%
Male	427	100%
Female	436	100%
Migrant	0	—
Not Migrant	863	100%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	839	188
Not Black or African American	808	188
Not Hispanic or Latino	818	188
Not Asian or Native Hawaiian/Other Pacific Islander	774	187
Not White	144	190
Not Multiracial	832	188
General Education	766	193
English Proficient	842	188
Not Economically Disadvantaged	757	189
Male	412	185
Female	431	191
Migrant	0	—
Not Migrant	843	188

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	863	100%
American Indian or Alaska Native	—	3	—
Black or African American	—	36	—
Hispanic or Latino	—	28	—
Asian or Native Hawaiian/Other Pacific Islander	✓	74	100%
White	✓	709	100%
Multiracial	—	13	—
Students With Disabilities	✓	69	99%
Limited English Proficient	—	2	—
Economically Disadvantaged	✓	84	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level Math Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	843	175	132	132
American Indian or Alaska Native	—	4	—	—	—
Black or African American	✓	35	146	87	87
Hispanic or Latino	—	25	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	69	187	152	152
White	✓	699	175	150	150
Multiracial	—	11	—	—	—
Students With Disabilities	✓	96†	114†	72	72
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	86	157	104	104

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}]}{\times 100}$$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:
$$2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$$

Secondary-Level Math: Non-AYP Groups

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	860	100%
Not Black or African American	827	100%
Not Hispanic or Latino	835	100%
Not Asian or Native Hawaiian/Other Pacific Islander	789	100%
Not White	154	100%
Not Multiracial	850	100%
General Education	794	100%
English Proficient	861	100%
Not Economically Disadvantaged	779	100%
Male	427	100%
Female	436	100%
Migrant	0	—
Not Migrant	863	100%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	839	175
Not Black or African American	808	176
Not Hispanic or Latino	818	175
Not Asian or Native Hawaiian/Other Pacific Islander	774	174
Not White	144	172
Not Multiracial	832	174
General Education	766	181
English Proficient	842	175
Not Economically Disadvantaged	757	177
Male	412	170
Female	431	179
Migrant	0	—
Not Migrant	843	175

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	178	183	188	175	181
American Indian or Alaska Native	—	—	—	—	—
Black or African American	153	153	189	146	160
Hispanic or Latino	169	173	—	—	171
Asian or Native Hawaiian/Other Pacific Islander	185	191	196	187	190
White	178	184	187	175	181
Multiracial	181	184	—	—	183
Students With Disabilities	117	138	145	114	129
Limited English Proficient	126	155	—	—	141
Economically Disadvantaged	147	160	174	157	160

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **YES**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	942	93%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	39	90%	80%	8%
Hispanic or Latino	—	17	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	82	91%	80%	80%
White	✓	790	93%	80%	80%
Multiracial	—	14	—	—	—
Students With Disabilities	✓	100†	70%†	80%	70%
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✓	77	87%	80%	80%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	878	94%	80%	80%
American Indian or Alaska Native	—	3	—	—	—
Black or African American	—	29	—	—	—
Hispanic or Latino	—	11	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	59	97%	80%	80%
White	✓	766	95%	80%	80%
Multiracial	—	10	—	—	—
Students With Disabilities	✗	99†	70%†	80%	80%
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✓	67	88%	80%	80%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

Graduation Rate: Non-AYP

DISTRICT: WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140203060000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	942	93%	875	94%
Not Black or African American	903	93%	849	95%
Not Hispanic or Latino	925	93%	867	94%
Not Asian or Native Hawaiian/Other Pacific Islander	860	93%	819	94%
Not White	152	90%	112	88%
Not Multiracial	928	93%	868	94%
General Education	858	95%	789	97%
English Proficient	939	93%	876	94%
Not Economically Disadvantaged	865	93%	811	94%
Male	472	90%	419	94%
Female	470	95%	459	94%
Migrant	0	—	0	—
Not Migrant	942	93%	878	94%

— There were fewer than 30 students in the cohort.

Graduation Rates for Select Diploma Types

Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 62%, which exceeded the State average of 31%.

Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 4%, which exceeded the State average of 3%.