

New York State District Report Card Comprehensive Information Report

BEDS Code: 14-02-03-06-0000

Name: Williamsville Central School District

Superintendent: Ann B. Fuqua

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	715	713	707
First	758	751	719
Second	802	765	773
Third	778	810	775
Fourth	816	795	848
Fifth	850	827	806
Sixth	851	896	875
Ungraded Elementary	0	0	0
Seventh	782	871	937
Eighth	850	796	888
Ninth	865	855	800
Tenth	872	860	874
Eleventh	835	864	873
Twelfth	858	841	851
Ungraded Secondary	0	0	0
Total K-12 Enrollment	10632	10644	10726

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	624	5.9%	631	5.9%	685	6.4%
Black (Not Hispanic)	293	2.8%	302	2.8%	354	3.3%
Hispanic	92	0.9%	98	0.9%	108	1.0%
White (Not Hispanic)	9623	90.5%	9613	90.3%	9579	89.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	19	20
Common Branch	23	23	23
English Grade 8	18	21	22
Mathematics Grade 8	20	20	22
Science Grade 8	22	22	23
Social Studies Grade 8	23	22	23
English Grade 10	24	22	22
Mathematics Grade 10	25	22	25
Science Grade 10	22	22	23
Social Studies Grade 10	22	22	22

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	145	1.4%	162	1.5%	167	1.6%
Eligible for Free Lunch	338	3.2%	353	3.3%	386	3.6%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.9%		96.0%		96.1%
Student Suspensions	145	1.4%	186	1.8%	223	2.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.0%	1.7%	2.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	807
Total Other Professional Staff	105
Total Paraprofessionals	334
Teaching Out of Certification*	12
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	718	585	81%	676	570	84%	732	621	85%
Students with Disabilities	75	21	28%	97	39	40%	86	38	44%
All Students	793	606	76%	773	609	79%	818	659	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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	615	141	4	6	26	26
Percent	75%	17%	0%	1%	3%	3%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
86	38	9	95

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			15		16	
	Entered GED Program*			20		24	
	Total Noncompleters			35		40	
Students with Disabilities	Dropped Out			11		3	
	Entered GED Program*			4		9	
	Total Noncompleters			15		12	
All Students	Dropped Out	32	0.9%	26	0.8%	19	0.6%
	Entered GED Program*	18	0.5%	24	0.7%	33	1.0%
	Total Noncompleters	50	1.5%	50	1.5%	52	1.5%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	165
	Number of Students with Disabilities		0	22
	Number of All Students		0	187
	Percent of Enrollment		0%	11%
6-8	Number of General-Education Students		517	834
	Number of Students with Disabilities		59	96
	Number of All Students		576	930
	Percent of Enrollment		22%	34%
9-12	Number of General-Education Students		1611	1594
	Number of Students with Disabilities		294	260
	Number of All Students		1905	1854
	Percent of Enrollment		56%	55%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	249	99%	320	98%	204	100%
German	0	0%	19	100%	39	100%
Italian	0	0%	0	0%	0	0%
Latin	176	97%	137	92%	115	100%
Spanish	518	96%	655	96%	553	97%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	15	100%	25	100%	18	89%
German	0	0%	2	#	3	#
Italian	0	0%	0	0%	0	0%
Latin	10	90%	17	76%	10	100%
Spanish	31	77%	36	75%	55	95%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	5	80%
Science	11	73%	4	#	1	#
Reading	2	#	2	#	1	#
Writing	2	#	2	#	1	#
Global Studies	8	62%	1	#	2	#
U.S. Hist & Gov't	24	75%	2	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	36	97%	59	92%	63	90%
Science	16	62%	21	62%	22	77%
Reading	23	39%	13	92%	27	85%
Writing	22	45%	12	100%	26	85%
Global Studies	13	85%	29	62%	40	72%
U.S. Hist & Gov't	23	65%	37	86%	26	81%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	877	820	897	111	87	124
Number Scoring 55–100	864	809	872	100	81	107
Number Scoring 65–100	839	796	853	83	74	95
Number Scoring 85–100	372	465	498	3	19	14
Percentage of Tested Scoring 55–100	99%	99%	97%	90%	93%	86%
Percentage of Tested Scoring 65–100	96%	97%	95%	75%	85%	77%
Percentage of Tested Scoring 85–100	42%	57%	56%	3%	22%	11%
Mathematics A						
Number Tested	100	866	967	18	94	102
Number Scoring 55–100	70	808	919	12	77	80
Number Scoring 65–100	58	748	889	9	58	68
Number Scoring 85–100	16	454	405	1	13	11
Percentage of Tested Scoring 55–100	70%	93%	95%	67%	82%	78%
Percentage of Tested Scoring 65–100	58%	86%	92%	50%	62%	67%
Percentage of Tested Scoring 85–100	16%	52%	42%	6%	14%	11%
Mathematics B (first administered June 2001)						
Number Tested	0	5	520	0	0	19
Number Scoring 55–100	0	5	485	0	0	16
Number Scoring 65–100	0	5	435	0	0	11
Number Scoring 85–100	0	3	165	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	93%	0%	0%	84%
Percentage of Tested Scoring 65–100	0%	100%	84%	0%	0%	58%
Percentage of Tested Scoring 85–100	0%	60%	32%	0%	0%	0%
Global History and Geography						
Number Tested	897	833	921	108	117	112
Number Scoring 55–100	890	809	887	106	107	95
Number Scoring 65–100	871	773	841	95	93	81
Number Scoring 85–100	495	319	422	21	9	19
Percentage of Tested Scoring 55–100	99%	97%	96%	98%	91%	85%
Percentage of Tested Scoring 65–100	97%	93%	91%	88%	79%	72%
Percentage of Tested Scoring 85–100	55%	38%	46%	19%	8%	17%
U.S. History and Government (first administered June 2001)						
Number Tested	817	881	901	89	86	127
Number Scoring 55–100	783	855	888	72	77	118
Number Scoring 65–100	742	808	867	62	61	108
Number Scoring 85–100	413	361	515	12	12	29
Percentage of Tested Scoring 55–100	96%	97%	99%	81%	90%	93%
Percentage of Tested Scoring 65–100	91%	92%	96%	70%	71%	85%
Percentage of Tested Scoring 85–100	51%	41%	57%	13%	14%	23%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	931	792	879	124	87	112
Number Scoring 55–100	923	786	867	122	84	103
Number Scoring 65–100	901	770	841	113	78	88
Number Scoring 85–100	281	307	394	8	6	14
Percentage of Tested Scoring 55–100	99%	99%	99%	98%	97%	92%
Percentage of Tested Scoring 65–100	97%	97%	96%	91%	90%	79%
Percentage of Tested Scoring 85–100	30%	39%	45%	6%	7%	12%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	786	895	829	95	111	99
Number Scoring 55–100	746	874	795	78	107	79
Number Scoring 65–100	707	847	763	69	92	65
Number Scoring 85–100	402	447	444	17	18	19
Percentage of Tested Scoring 55–100	95%	98%	96%	82%	96%	80%
Percentage of Tested Scoring 65–100	90%	95%	92%	73%	83%	66%
Percentage of Tested Scoring 85–100	51%	50%	54%	18%	16%	19%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		537	649		18	32
Number Scoring 55–100		511	616		14	29
Number Scoring 65–100		404	481		11	18
Number Scoring 85–100		67	98		0	1
Percentage of Tested Scoring 55–100		95%	95%		78%	91%
Percentage of Tested Scoring 65–100		75%	74%		61%	56%
Percentage of Tested Scoring 85–100		12%	15%		0%	3%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	186	184	215	1	2	5
Number Scoring 55–100	185	181	215	#	#	5
Number Scoring 65–100	181	177	213	#	#	5
Number Scoring 85–100	102	79	141	#	#	1
Percentage of Tested Scoring 55–100	99%	98%	100%	#	#	100%
Percentage of Tested Scoring 65–100	97%	96%	99%	#	#	100%
Percentage of Tested Scoring 85–100	55%	43%	66%	#	#	20%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	28	28	20	1	1	1
Number Scoring 55–100	28	28	20	#	#	#
Number Scoring 65–100	28	28	20	#	#	#
Number Scoring 85–100	17	16	13	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	61%	57%	65%	#	#	#
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	341	322	366	5	5	13
Number Scoring 55–100	340	322	366	5	5	13
Number Scoring 65–100	340	321	365	5	5	13
Number Scoring 85–100	282	250	258	2	4	4
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 85–100	83%	78%	70%	40%	80%	31%
Comprehensive Latin						
Number Tested	55	77	95	3	5	10
Number Scoring 55–100	55	77	94	#	5	10
Number Scoring 65–100	55	77	92	#	5	9
Number Scoring 85–100	36	54	50	#	3	2
Percentage of Tested Scoring 55–100	100%	100%	99%	#	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	97%	#	100%	90%
Percentage of Tested Scoring 85–100	65%	70%	53%	#	60%	20%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	785	20	20	59	4	1
Number Scoring 55–100	725	17	20	50	#	#
Number Scoring 65–100	674	14	15	42	#	#
Number Scoring 85–100	411	4	6	11	#	#
Percentage of Tested Scoring 55–100	92%	85%	100%	85%	#	#
Percentage of Tested Scoring 65–100	86%	70%	75%	71%	#	#
Percentage of Tested Scoring 85–100	52%	20%	30%	19%	#	#
Sequential Mathematics, Course III						
Number Tested	658	594	33	24	23	2
Number Scoring 55–100	611	569	31	22	22	#
Number Scoring 65–100	587	545	30	21	19	#
Number Scoring 85–100	376	358	13	6	10	#
Percentage of Tested Scoring 55–100	93%	96%	94%	92%	96%	#
Percentage of Tested Scoring 65–100	89%	92%	91%	88%	83%	#
Percentage of Tested Scoring 85–100	57%	60%	39%	25%	43%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	310	100%	306	100%	248	100%
Students with Disabilities	93	96%	52	98%	70	84%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	712	1%	3%	57%	40%
	Students with Disabilities	75	16%	19%	61%	4%
	All Students	787	2%	4%	57%	37%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	758	0%	4%	53%	43%
	Students with Disabilities	114	5%	32%	54%	8%
	All Students	872	1%	8%	53%	38%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
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

1999 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	717	717	717	94	94	94	811	811	811
Number Scoring 55–64	0	2	0	5	15	5	5	17	5
Number Scoring 65–84	246	372	324	64	46	67	310	418	391
Number Scoring 85–100	458	328	379	16	14	11	474	342	390
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)