

New York State District Report Card Comprehensive Information Report

BEDS Code: 41-29-02-06-0000
 Name: Whitesboro Central School District
 Superintendent: Arnold L. Kaye

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	248	283	232
First	285	249	289
Second	276	284	239
Third	294	279	286
Fourth	289	303	290
Fifth	313	297	301
Sixth	321	316	302
Ungraded Elementary	15	3	0
Seventh	313	326	348
Eighth	305	302	312
Ninth	319	305	293
Tenth	296	316	302
Eleventh	328	291	314
Twelfth	288	318	271
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3890	3872	3779

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	33	0.8%	31	0.8%	36	1.0%
Black (Not Hispanic)	31	0.8%	34	0.9%	28	0.7%
Hispanic	16	0.4%	17	0.4%	23	0.6%
White (Not Hispanic)	3810	97.9%	3790	97.9%	3692	97.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	20	19
Common Branch	20	20	20
English Grade 8	20	20	20
Mathematics Grade 8	18	23	19
Science Grade 8	19	19	19
Social Studies Grade 8	19	19	20
English Grade 10	22	23	24
Mathematics Grade 10	21	22	19
Science Grade 10	20	23	21
Social Studies Grade 10	20	21	24

(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	12	0.3%	44	1.1%	74	2.0%
Eligible for Free Lunch	320	8.2%	393	10.2%	352	9.3%

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		94.3%		94.5%		94.1%
Student Suspensions	150	3.8%	125	3.2%	96	2.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	3.0%	5.1%	5.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	303
Total Other Professional Staff	41
Total Paraprofessionals	54
Teaching Out of Certification*	2

*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	244	177	73%	271	187	69%	202	136	67%
Students with Disabilities	13	1	8%	1	0	0%	9	0	0%
All Students	257	178	69%	272	187	69%	211	136	64%

*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	89	101	1	2	15	3
Percent	42%	48%	0%	1%	7%	1%

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)
9	0	3	12

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	28		20		19	1.9%
	Entered GED Program*	12		8		7	0.7%
	Total Noncompleters	40		28		26	2.6%
Students with Disabilities	Dropped Out	4		5		6	3.1%
	Entered GED Program*	3		1		2	1.0%
	Total Noncompleters	7		6		8	4.1%
All Students	Dropped Out	32	2.6%	25	2.0%	25	2.1%
	Entered GED Program*	15	1.2%	9	0.7%	9	0.7%
	Total Noncompleters	47	3.8%	34	2.8%	34	2.8%

*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	773	741	852
	Number of Students with Disabilities	157	203	110
	Number of All Students	930	944	962
	Percent of Enrollment	99%	100%	100%
9-12	Number of General-Education Students	1080	1061	998
	Number of Students with Disabilities	120	169	182
	Number of All Students	1200	1230	1180
	Percent of Enrollment	97%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion 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	59	95%	0	0%	53	98%
German	0	0%	0	0%	0	0%
Italian	1	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	173	89%	0	0%	181	88%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	5	100%	0	0%	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	12	83%	0	0%	13	77%

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%	2	#	2	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	4	#	4	#
Writing	0	0%	3	#	5	100%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	2	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	10	100%	8	63%
Science	0	0%	1	#	10	60%
Reading	2	#	0	0%	3	#
Writing	1	#	0	0%	1	#
Global Studies	7	71%	9	100%	7	71%
U.S. Hist & Gov't	2	#	2	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	299	269	294	28	31	37
Number Scoring 55-100	265	244	275	15	17	24
Number Scoring 65-100	224	214	256	5	11	15
Number Scoring 85-100	80	85	129	1	1	1
Percentage of Tested Scoring 55-100	89%	91%	94%	54%	55%	65%
Percentage of Tested Scoring 65-100	75%	80%	87%	18%	35%	41%
Percentage of Tested Scoring 85-100	27%	32%	44%	4%	3%	3%
Mathematics A						
Number Tested	73	309	532	21	45	74
Number Scoring 55-100	34	255	525	6	21	69
Number Scoring 65-100	10	237	495	1	20	55
Number Scoring 85-100	1	77	116	0	3	3
Percentage of Tested Scoring 55-100	47%	83%	99%	29%	47%	93%
Percentage of Tested Scoring 65-100	14%	77%	93%	5%	44%	74%
Percentage of Tested Scoring 85-100	1%	25%	22%	0%	7%	4%
Mathematics B						
Number Tested	0	7	162	0	0	19
Number Scoring 55-100	0	4	149	0	0	13
Number Scoring 65-100	0	2	136	0	0	10
Number Scoring 85-100	0	0	45	0	0	1
Percentage of Tested Scoring 55-100	0%	57%	92%	0%	0%	68%
Percentage of Tested Scoring 65-100	0%	29%	84%	0%	0%	53%
Percentage of Tested Scoring 85-100	0%	0%	28%	0%	0%	5%
Global History and Geography						
Number Tested	276	296	288	34	45	47
Number Scoring 55-100	269	275	276	31	36	43
Number Scoring 65-100	254	261	258	25	27	33
Number Scoring 85-100	117	131	144	7	6	9
Percentage of Tested Scoring 55-100	97%	93%	96%	91%	80%	91%
Percentage of Tested Scoring 65-100	92%	88%	90%	74%	60%	70%
Percentage of Tested Scoring 85-100	42%	44%	50%	21%	13%	19%
U.S. History and Government						
Number Tested	294	271	287	22	32	38
Number Scoring 55-100	281	269	282	22	32	34
Number Scoring 65-100	250	267	270	15	32	25
Number Scoring 85-100	107	145	166	2	9	8
Percentage of Tested Scoring 55-100	96%	99%	98%	100%	100%	89%
Percentage of Tested Scoring 65-100	85%	99%	94%	68%	100%	66%
Percentage of Tested Scoring 85-100	36%	54%	58%	9%	28%	21%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	245	272	305	34	41	49
Number Scoring 55-100	242	266	302	32	36	46
Number Scoring 65-100	232	253	285	31	28	36
Number Scoring 85-100	94	100	119	6	5	4
Percentage of Tested Scoring 55-100	99%	98%	99%	94%	88%	94%
Percentage of Tested Scoring 65-100	95%	93%	93%	91%	68%	73%
Percentage of Tested Scoring 85-100	38%	37%	39%	18%	12%	8%
Physical Setting/Earth Science						
Number Tested	254	223	255	24	11	24
Number Scoring 55-100	247	217	245	23	11	22
Number Scoring 65-100	232	205	233	20	11	19
Number Scoring 85-100	110	88	76	3	3	4
Percentage of Tested Scoring 55-100	97%	97%	96%	96%	100%	92%
Percentage of Tested Scoring 65-100	91%	92%	91%	83%	100%	79%
Percentage of Tested Scoring 85-100	43%	39%	30%	12%	27%	17%
Physical Setting/Chemistry						
Number Tested	213	212	196	8	11	12
Number Scoring 55-100	207	205	187	8	9	12
Number Scoring 65-100	171	174	146	2	6	9
Number Scoring 85-100	34	42	33	0	0	0
Percentage of Tested Scoring 55-100	97%	97%	95%	100%	82%	100%
Percentage of Tested Scoring 65-100	80%	82%	74%	25%	55%	75%
Percentage of Tested Scoring 85-100	16%	20%	17%	0%	0%	0%
Physical Setting/Physics						
Number Tested			66			0
Number Scoring 55-100			65			0
Number Scoring 65-100			62			0
Number Scoring 85-100			29			0
Percentage of Tested Scoring 55-100			98%			0%
Percentage of Tested Scoring 65-100			94%			0%
Percentage of Tested Scoring 85-100			44%			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
Comprehensive French						
Number Tested	58	136	52	1	4	2
Number Scoring 55-100	57	133	52	#	#	#
Number Scoring 65-100	55	131	52	#	#	#
Number Scoring 85-100	21	77	30	#	#	#
Percentage of Tested Scoring 55-100	98%	98%	100%	#	#	#
Percentage of Tested Scoring 65-100	95%	96%	100%	#	#	#
Percentage of Tested Scoring 85-100	36%	57%	58%	#	#	#
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	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 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	129	333	116	6	3	3
Number Scoring 55-100	127	328	116	6	#	#
Number Scoring 65-100	126	319	116	6	#	#
Number Scoring 85-100	86	220	76	1	#	#
Percentage of Tested Scoring 55-100	98%	98%	100%	100%	#	#
Percentage of Tested Scoring 65-100	98%	96%	100%	100%	#	#
Percentage of Tested Scoring 85-100	67%	66%	66%	17%	#	#
Comprehensive Latin						
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
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	216	180	0	4	10	0
Number Scoring 55-100	203	165	0	#	9	0
Number Scoring 65-100	183	150	0	#	8	0
Number Scoring 85-100	102	92	0	#	2	0
Percentage of Tested Scoring 55-100	94%	92%	0%	#	90%	0%
Percentage of Tested Scoring 65-100	85%	83%	0%	#	80%	0%
Percentage of Tested Scoring 85-100	47%	51%	0%	#	20%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	57	100%	97	94%	69	97%
Students with Disabilities	22	95%	26	65%	31	81%

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
Nov 2003	General-Education Students	252	0%	4%	53%	42%
	Students with Disabilities	48	15%	4%	63%	19%
	All Students	300	3%	4%	54%	39%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	238	0%	22%	62%	16%
	Students with Disabilities	68	3%	63%	32%	1%
	All Students	306	1%	31%	55%	13%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	252	252	252	11	11	11	263	263	263
Number Scoring 55–64	9	0	7	1	0	1	10	0	8
Number Scoring 65–84	115	105	119	1	2	3	116	107	122
Number Scoring 85–100	113	136	118	1	3	1	114	139	119
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
Listening and Speaking (Grade K-1)						
Number Tested			15			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			7			0
Proficient (37-39)			6			0
Reading and Writing (Grade K-1)						
Number Tested			15			0
Beginning (0-14)			2			0
Intermediate (15-24)			2			0
Advanced (25-32)			9			0
Proficient (33-35)			2			0
Listening and Speaking (Grade 2-4)						
Number Tested			13			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			3			0
Proficient (37-39)			9			0
Reading and Writing (Grade 2-4)						
Number Tested			13			0
Beginning (0-14)			0			0
Intermediate (15-24)			6			0
Advanced (25-32)			3			0
Proficient (33-35)			4			0
Listening and Speaking (Grade 5-6)						
Number Tested			6			2
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			2			#
Proficient (37-39)			4			#
Reading and Writing (Grade 5-6)						
Number Tested			6			2
Beginning (0-14)			0			#
Intermediate (15-24)			0			#
Advanced (25-32)			6			#
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 – 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
Listening and Speaking (Grade 7-8)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			4			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)