

New York State School Report Card Comprehensive Information Report

BEDS Code: 41-29-02-06-0008
 Name: Whitesboro High School
 Principal: Curt Woodcock

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
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	1231	1230	1180

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	9	0.7%	7	0.6%	12	1.0%
Black (Not Hispanic)	8	0.6%	8	0.7%	7	0.6%
Hispanic	2	0.2%	4	0.3%	4	0.3%
White (Not Hispanic)	1212	98.5%	1211	98.5%	1157	98.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	20
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

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	3	0.2%	7	0.6%	38	3.2%
Eligible for Free Lunch	48	3.9%	98	8.0%	63	5.3%

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		93.6%		93.6%		94.0%
Student Suspensions	96	7.7%	96	7.8%	63	5.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	1.7%	3.2%	2.0%
Public Assistance	1-10%	11-20%	1-10%
Student Stability	100%	95%	98%

Staff Counts

Staff	2003-04
Total Teachers	82
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	244	177	73%	271	187	69%	202	136	67%
Students with Disabilities	13	1	8%	1	0	0%	6	0	0%
All Students	257	178	69%	272	187	69%	208	136	65%

*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	98	1	2	15	3
Percent	43%	47%	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)
6	0	2	8

*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		4	2.4%
	Entered GED Program*	3		1		2	1.2%
	Total Noncompleters	7		6		6	3.6%
All Students	Dropped Out	32	2.6%	25	2.0%	23	1.9%
	Entered GED Program*	15	1.2%	9	0.7%	9	0.8%
	Total Noncompleters	47	3.8%	34	2.8%	32	2.7%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
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; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

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	217	241	262	34	41	48
Number Scoring 55-100	214	235	259	32	36	45
Number Scoring 65-100	204	222	242	31	28	35
Number Scoring 85-100	70	71	76	6	5	3
Percentage of Tested Scoring 55-100	99%	98%	99%	94%	88%	94%
Percentage of Tested Scoring 65-100	94%	92%	92%	91%	68%	73%
Percentage of Tested Scoring 85-100	32%	29%	29%	18%	12%	6%
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	63	52	1	4	2
Number Scoring 55-100	57	60	52	#	#	#
Number Scoring 65-100	55	60	52	#	#	#
Number Scoring 85-100	21	32	30	#	#	#
Percentage of Tested Scoring 55-100	98%	95%	100%	#	#	#
Percentage of Tested Scoring 65-100	95%	95%	100%	#	#	#
Percentage of Tested Scoring 85-100	36%	51%	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	142	116	6	2	3
Number Scoring 55-100	127	141	116	6	#	#
Number Scoring 65-100	126	136	116	6	#	#
Number Scoring 85-100	86	90	76	1	#	#
Percentage of Tested Scoring 55-100	98%	99%	100%	100%	#	#
Percentage of Tested Scoring 65-100	98%	96%	100%	100%	#	#
Percentage of Tested Scoring 85-100	67%	63%	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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	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

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	8	8	8	260	260	260
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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			3			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			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)