

# New York State District Report Card Comprehensive Information Report

BEDS Code: 64-17-01-06-0000  
 Name: Whitehall Central School District  
 Superintendent: James Watson

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	55	76	48
First	76	64	77
Second	63	67	58
Third	47	60	70
Fourth	58	46	62
Fifth	66	65	48
Sixth	66	69	64
Ungraded Elementary	0	0	0
Seventh	74	74	71
Eighth	76	71	71
Ninth	73	71	68
Tenth	60	71	73
Eleventh	47	54	70
Twelfth	67	49	51
Ungraded Secondary	19	32	25
Total K-12 Enrollment	847	869	856

## 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	0	0.0%	0	0.0%	2	0.2%
Black (Not Hispanic)	4	0.5%	0	0.0%	1	0.1%
Hispanic	0	0.0%	1	0.1%	3	0.4%
White (Not Hispanic)	843	99.5%	868	99.9%	850	99.3%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	19	17
Common Branch	18	17	18
English Grade 8	15	14	18
Mathematics Grade 8	15	14	18
Science Grade 8	15	14	17
Social Studies Grade 8	15	14	18
English Grade 10	19	18	19
Mathematics Grade 10	0	0	20
Science Grade 10	16	17	15
Social Studies Grade 10	15	17	19

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	1	0.1%	0	0.0%
<b>Eligible for Free Lunch</b>	180	21.3%	217	25.0%	224	26.2%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.5%		95.5%		95.1%
<b>Student Suspensions</b>	28	3.2%	27	3.2%	39	4.5%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	9.5%	11.2%	13.3%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	81
Total Other Professional Staff	11
Total Paraprofessionals	38
Teaching Out of Certification*	4

\*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	53	20	38%	40	29	72%	39	32	82%
Students with Disabilities	1	0	0%	1	0	0%	8	1	12%
All Students	54	20	37%	41	29	71%	47	33	70%

\*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	15	19	3	0	7	3
Percent	32%	40%	6%	0%	15%	6%

## 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)
8	1	8	16

\*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	4		4		4	1.9%
	Entered GED Program*	2		5		4	1.9%
	Total Noncompleters	6		9		8	3.7%
Students with Disabilities	Dropped Out	0		2		1	1.7%
	Entered GED Program*	0		2		1	1.7%
	Total Noncompleters	0		4		2	3.4%
All Students	Dropped Out	4	1.5%	6	2.3%	5	1.8%
	Entered GED Program*	2	0.8%	7	2.6%	5	1.8%
	Total Noncompleters	6	2.3%	13	4.9%	10	3.7%

\*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	86	0	125
	Number of Students with Disabilities	0	0	26
	Number of All Students	86	0	151
	Percent of Enrollment	39%	0%	70%
9-12	Number of General-Education Students	230	228	234
	Number of Students with Disabilities	17	17	44
	Number of All Students	247	245	278
	Percent of Enrollment	95%	92%	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	14	57%	15	53%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	0	0%
Spanish	49	61%	69	84%	20	70%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	1	#	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	1	#	2	#	0	0%
Science	2	#	0	0%	3	#
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	50%	28	54%	16	63%
Science	8	63%	13	46%	24	75%
Reading	11	18%	25	60%	20	55%
Writing	12	58%	23	96%	17	71%
Global Studies	5	60%	9	67%	12	33%
U.S. Hist & Gov't	1	#	6	67%	9	67%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	51	59	66	3	9	8
Number Scoring 55-100	40	53	56	#	6	2
Number Scoring 65-100	35	48	49	#	4	2
Number Scoring 85-100	6	13	9	#	0	0
Percentage of Tested Scoring 55-100	78%	90%	85%	#	67%	25%
Percentage of Tested Scoring 65-100	69%	81%	74%	#	44%	25%
Percentage of Tested Scoring 85-100	12%	22%	14%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	34	45	67	5	2	6
Number Scoring 55-100	22	38	62	5	#	4
Number Scoring 65-100	12	32	61	1	#	3
Number Scoring 85-100	0	6	22	0	#	1
Percentage of Tested Scoring 55-100	65%	84%	93%	100%	#	67%
Percentage of Tested Scoring 65-100	35%	71%	91%	20%	#	50%
Percentage of Tested Scoring 85-100	0%	13%	33%	0%	#	17%
<b>Mathematics B</b>						
Number Tested	0	0	24	0	0	1
Number Scoring 55-100	0	0	21	0	0	#
Number Scoring 65-100	0	0	13	0	0	#
Number Scoring 85-100	0	0	2	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	88%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	54%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	8%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	49	68	75	9	8	11
Number Scoring 55-100	44	56	52	6	2	3
Number Scoring 65-100	41	49	39	4	2	2
Number Scoring 85-100	8	10	9	0	1	0
Percentage of Tested Scoring 55-100	90%	82%	69%	67%	25%	27%
Percentage of Tested Scoring 65-100	84%	72%	52%	44%	25%	18%
Percentage of Tested Scoring 85-100	16%	15%	12%	0%	12%	0%
<b>U.S. History and Government</b>						
Number Tested	51	48	67	2	8	10
Number Scoring 55-100	49	40	56	#	3	4
Number Scoring 65-100	43	40	46	#	3	3
Number Scoring 85-100	15	11	13	#	1	0
Percentage of Tested Scoring 55-100	96%	83%	84%	#	38%	40%
Percentage of Tested Scoring 65-100	84%	83%	69%	#	38%	30%
Percentage of Tested Scoring 85-100	29%	23%	19%	#	12%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	52	66	55	8	5	8
Number Scoring 55-100	52	60	55	8	3	8
Number Scoring 65-100	50	58	49	6	3	5
Number Scoring 85-100	11	8	17	0	0	1
Percentage of Tested Scoring 55-100	100%	91%	100%	100%	60%	100%
Percentage of Tested Scoring 65-100	96%	88%	89%	75%	60%	62%
Percentage of Tested Scoring 85-100	21%	12%	31%	0%	0%	12%
<b>Physical Setting/Earth Science</b>						
Number Tested	77	80	82	9	11	6
Number Scoring 55-100	64	61	61	3	4	1
Number Scoring 65-100	54	42	49	2	1	0
Number Scoring 85-100	5	7	4	0	0	0
Percentage of Tested Scoring 55-100	83%	76%	74%	33%	36%	17%
Percentage of Tested Scoring 65-100	70%	53%	60%	22%	9%	0%
Percentage of Tested Scoring 85-100	6%	9%	5%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	31	31	43	1	2	2
Number Scoring 55-100	26	21	24	#	#	#
Number Scoring 65-100	8	8	13	#	#	#
Number Scoring 85-100	0	0	0	#	#	#
Percentage of Tested Scoring 55-100	84%	68%	56%	#	#	#
Percentage of Tested Scoring 65-100	26%	26%	30%	#	#	#
Percentage of Tested Scoring 85-100	0%	0%	0%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			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
<b>Comprehensive French</b>						
Number Tested	8	13	6	0	0	0
Number Scoring 55-100	8	13	6	0	0	0
Number Scoring 65-100	7	12	6	0	0	0
Number Scoring 85-100	0	2	1	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	15%	17%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	1	21	27	1	0	1
Number Scoring 55-100	#	21	26	#	0	#
Number Scoring 65-100	#	18	23	#	0	#
Number Scoring 85-100	#	8	8	#	0	#
Percentage of Tested Scoring 55-100	#	100%	96%	#	0%	#
Percentage of Tested Scoring 65-100	#	86%	85%	#	0%	#
Percentage of Tested Scoring 85-100	#	38%	30%	#	0%	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	23	18	2	0	1	0
Number Scoring 55-100	21	15	#	0	#	0
Number Scoring 65-100	17	15	#	0	#	0
Number Scoring 85-100	9	8	#	0	#	0
Percentage of Tested Scoring 55-100	91%	83%	#	0%	#	0%
Percentage of Tested Scoring 65-100	74%	83%	#	0%	#	0%
Percentage of Tested Scoring 85-100	39%	44%	#	0%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	20	100%	8	100%	9	56%
Students with Disabilities	3	#	2	#	18	56%

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
<b>Nov 2003</b>	General-Education Students	39	8%	10%	62%	21%
	Students with Disabilities	9	33%	33%	33%	0%
	All Students	48	13%	15%	56%	17%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	66	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	70	1%	43%	56%	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	39	39	39	16	16	16	55	55	55
Number Scoring 55–64	1	2	0	3	0	2	4	2	2
Number Scoring 65–84	27	22	22	2	3	7	29	25	29
Number Scoring 85–100	8	11	15	0	0	0	8	11	15
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			1			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 – K)