

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	76	48	60
First	64	77	63
Second	67	58	74
Third	60	70	57
Fourth	46	62	74
Fifth	65	48	71
Sixth	69	64	50
Ungraded Elementary	0	0	0
Seventh	74	71	93
Eighth	71	71	61
Ninth	71	68	73
Tenth	71	73	70
Eleventh	54	70	72
Twelfth	49	51	67
Ungraded Secondary	32	25	0
Total K-12 Enrollment	869	856	885

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	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%	2	0.2%	3	0.3%
Black (Not Hispanic)	0	0.0%	1	0.1%	5	0.6%
Hispanic	1	0.1%	3	0.4%	3	0.3%
White (Not Hispanic)	868	99.9%	850	99.3%	874	98.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	17	15
Common Branch	17	18	20
English Grade 8	14	18	15
Mathematics Grade 8	14	18	14
Science Grade 8	14	17	15
Social Studies Grade 8	14	18	15
English Grade 10	18	19	16
Mathematics Grade 10	0	20	18
Science Grade 10	17	15	14
Social Studies Grade 10	17	19	15

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	0	0.0%	3	0.3%
Eligible for Free Lunch	217	25.0%	224	26.2%	266	30.1%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.5%		95.1%		94.8%
Student Suspensions	27	3.2%	39	4.5%	66	7.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	11.2%	13.3%	16.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	82
Total Other Professional Staff	8
Total Paraprofessionals	38
Teaching Out of Certification*	6

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	40	39	53
	Regents Diplomas	29	32	42
	% Regents Diplomas	72%	82%	79%
	Regents Diplomas with Advanced Designation**			14
	% Regents Diplomas with Advanced Designation			26%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	1	8	5
	Regents Diplomas	0	1	1
	% Regents Diplomas	0%	12%	20%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	6	8	3
All Students	Total Graduates*	41	47	58
	Regents Diplomas	29	33	43
	% Regents Diplomas	71%	70%	74%
	Regents Diplomas with Advanced Designation**			14
	% Regents Diplomas with Advanced Designation			24%
	IEP Diplomas or Local Certificates	6	8	3

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	25	20	0	1	6	1	0	0
	Percent	47%	38%	0%	2%	11%	2%	0%	0%
Students with Disabilities	Number	0	3	0	0	2	0	0	0
	Percent	0%	60%	0%	0%	40%	0%	0%	0%
All Students	Number	25	23	0	1	8	1	0	0
	Percent	43%	40%	0%	2%	14%	2%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	4		4	1.9%	2	0.9%
	Entered GED Program*	5		4	1.9%	6	2.7%
	Total Noncompleters	9		8	3.7%	8	3.6%
Students with Disabilities	Dropped Out	2		1	1.7%	5	11.1%
	Entered GED Program*	2		1	1.7%	5	11.1%
	Total Noncompleters	4		2	3.4%	10	22.2%
All Students	Dropped Out	6	2.3%	5	1.8%	7	2.6%
	Entered GED Program*	7	2.6%	5	1.8%	11	4.1%
	Total Noncompleters	13	4.9%	10	3.7%	18	6.7%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	125	144
	Number of Students with Disabilities	0	26	10
	Number of All Students	0	151	154
	Percent of Enrollment	0%	70%	75%
9-12	Number of General-Education Students	228	234	216
	Number of Students with Disabilities	17	44	55
	Number of All Students	245	278	271
	Percent of Enrollment	92%	100%	96%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	15	53%	0	0%	37	51%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	69	84%	20	70%	63	68%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	1	#
Science	0	0%	3	#	0	0%
Reading	1	#	2	#	0	0%
Writing	1	#	0	0%	1	#
Global Studies	1	#	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	28	54%	16	63%	7	57%
Science	13	46%	24	75%	8	63%
Reading	25	60%	20	55%	9	56%
Writing	23	96%	17	71%	10	70%
Global Studies	9	67%	12	33%	13	8%
U.S. Hist & Gov't	6	67%	9	67%	7	57%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	59	66	63	9	8	7
Number Scoring 55-100	53	56	57	6	2	5
Number Scoring 65-100	48	49	47	4	2	4
Number Scoring 85-100	13	9	7	0	0	1
Percentage of Tested Scoring 55-100	90%	85%	90%	67%	25%	71%
Percentage of Tested Scoring 65-100	81%	74%	75%	44%	25%	57%
Percentage of Tested Scoring 85-100	22%	14%	11%	0%	0%	14%
Mathematics A						
Number Tested	45	67	80	2	6	6
Number Scoring 55-100	38	62	76	#	4	2
Number Scoring 65-100	32	61	62	#	3	1
Number Scoring 85-100	6	22	17	#	1	0
Percentage of Tested Scoring 55-100	84%	93%	95%	#	67%	33%
Percentage of Tested Scoring 65-100	71%	91%	78%	#	50%	17%
Percentage of Tested Scoring 85-100	13%	33%	21%	#	17%	0%
Mathematics B						
Number Tested	0	24	25	0	1	0
Number Scoring 55-100	0	21	21	0	#	0
Number Scoring 65-100	0	13	15	0	#	0
Number Scoring 85-100	0	2	3	0	#	0
Percentage of Tested Scoring 55-100	0%	88%	84%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	54%	60%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	8%	12%	0%	#	0%
Global History and Geography						
Number Tested	68	75	68	8	11	5
Number Scoring 55-100	56	52	58	2	3	3
Number Scoring 65-100	49	39	46	2	2	1
Number Scoring 85-100	10	9	9	1	0	0
Percentage of Tested Scoring 55-100	82%	69%	85%	25%	27%	60%
Percentage of Tested Scoring 65-100	72%	52%	68%	25%	18%	20%
Percentage of Tested Scoring 85-100	15%	12%	13%	12%	0%	0%
U.S. History and Government						
Number Tested	48	67	60	8	10	5
Number Scoring 55-100	40	56	51	3	4	3
Number Scoring 65-100	40	46	43	3	3	2
Number Scoring 85-100	11	13	19	1	0	1
Percentage of Tested Scoring 55-100	83%	84%	85%	38%	40%	60%
Percentage of Tested Scoring 65-100	83%	69%	72%	38%	30%	40%
Percentage of Tested Scoring 85-100	23%	19%	32%	12%	0%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	66	55	51	5	8	4
Number Scoring 55-100	60	55	51	3	8	#
Number Scoring 65-100	58	49	48	3	5	#
Number Scoring 85-100	8	17	8	0	1	#
Percentage of Tested Scoring 55-100	91%	100%	100%	60%	100%	#
Percentage of Tested Scoring 65-100	88%	89%	94%	60%	62%	#
Percentage of Tested Scoring 85-100	12%	31%	16%	0%	12%	#
Physical Setting/Earth Science						
Number Tested	80	82	79	11	6	6
Number Scoring 55-100	61	61	61	4	1	4
Number Scoring 65-100	42	49	42	1	0	2
Number Scoring 85-100	7	4	5	0	0	0
Percentage of Tested Scoring 55-100	76%	74%	77%	36%	17%	67%
Percentage of Tested Scoring 65-100	53%	60%	53%	9%	0%	33%
Percentage of Tested Scoring 85-100	9%	5%	6%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	31	43	31	2	2	1
Number Scoring 55-100	21	24	30	#	#	#
Number Scoring 65-100	8	13	17	#	#	#
Number Scoring 85-100	0	0	1	#	#	#
Percentage of Tested Scoring 55-100	68%	56%	97%	#	#	#
Percentage of Tested Scoring 65-100	26%	30%	55%	#	#	#
Percentage of Tested Scoring 85-100	0%	0%	3%	#	#	#
Physical Setting/Physics						
Number Tested		0	4		0	0
Number Scoring 55-100		0	#		0	0
Number Scoring 65-100		0	#		0	0
Number Scoring 85-100		0	#		0	0
Percentage of Tested Scoring 55-100		0%	#		0%	0%
Percentage of Tested Scoring 65-100		0%	#		0%	0%
Percentage of Tested Scoring 85-100		0%	#		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	13	6	3	0	0	0
Number Scoring 55-100	13	6	#	0	0	0
Number Scoring 65-100	12	6	#	0	0	0
Number Scoring 85-100	2	1	#	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	15%	17%	#	0%	0%	0%
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	21	27	18	0	1	0
Number Scoring 55-100	21	26	17	0	#	0
Number Scoring 65-100	18	23	17	0	#	0
Number Scoring 85-100	8	8	5	0	#	0
Percentage of Tested Scoring 55-100	100%	96%	94%	0%	#	0%
Percentage of Tested Scoring 65-100	86%	85%	94%	0%	#	0%
Percentage of Tested Scoring 85-100	38%	30%	28%	0%	#	0%
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	59	12%	7%	63%	19%
	Students with Disabilities	12	33%	17%	50%	0%
	All Students	71	15%	8%	61%	15%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	54	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	58	0%	17%	79%	3%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	2	1	#	#	#	#
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

2001 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	53	53	53	8	8	8	61	61	61
Number Scoring 55–64	4	8	1	1	1	2	5	9	3
Number Scoring 65–84	38	30	45	1	1	2	39	31	47
Number Scoring 85–100	10	13	6	0	0	0	10	13	6
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 9-12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	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)