

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	283	232	235
First	249	289	231
Second	284	239	282
Third	279	286	249
Fourth	303	290	279
Fifth	297	301	293
Sixth	316	302	295
Ungraded Elementary	3	0	0
Seventh	326	348	310
Eighth	302	312	332
Ninth	305	293	310
Tenth	316	302	290
Eleventh	291	314	292
Twelfth	318	271	312
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3872	3779	3710

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	31	0.8%	36	1.0%	33	0.9%
Black (Not Hispanic)	34	0.9%	28	0.7%	19	0.5%
Hispanic	17	0.4%	23	0.6%	29	0.8%
White (Not Hispanic)	3790	97.9%	3692	97.7%	3629	97.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	19	18
Common Branch	20	20	19
English Grade 8	20	20	21
Mathematics Grade 8	23	19	21
Science Grade 8	19	19	21
Social Studies Grade 8	19	20	21
English Grade 10	23	24	21
Mathematics Grade 10	22	19	20
Science Grade 10	23	21	20
Social Studies Grade 10	21	24	21

(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	44	1.1%	74	2.0%	38	1.0%
Eligible for Free Lunch	393	10.2%	352	9.3%	436	11.8%

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		94.5%		94.1%		95.7%
Student Suspensions	125	3.2%	96	2.5%	112	3.0%

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

	2002-03	2003-04	2004-05
Reduced Lunch	5.1%	5.1%	6.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	306
Total Other Professional Staff	41
Total Paraprofessionals	43
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	271	202	237
	Regents Diplomas	187	136	227
	% Regents Diplomas	69%	67%	96%
	Regents Diplomas with Advanced Designation**			147
	% Regents Diplomas with Advanced Designation			62%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	1	9	38
	Regents Diplomas	0	0	19
	% Regents Diplomas	0%	0%	50%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			21%
	IEP Diplomas or Local Certificates	2	3	5
All Students	Total Graduates*	272	211	275
	Regents Diplomas	187	136	246
	% Regents Diplomas	69%	64%	89%
	Regents Diplomas with Advanced Designation**			155
	% Regents Diplomas with Advanced Designation			56%
	IEP Diplomas or Local Certificates	2	3	5

* 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	108	111	1	3	9	0	2	3
	Percent	46%	47%	0%	1%	4%	0%	1%	1%
Students with Disabilities	Number	5	26	0	1	5	0	1	0
	Percent	13%	68%	0%	3%	13%	0%	3%	0%
All Students	Number	113	137	1	4	14	0	3	3
	Percent	41%	50%	0%	1%	5%	0%	1%	1%

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	20		19	1.9%	14	1.4%
	Entered GED Program*	8		7	0.7%	10	1.0%
	Total Noncompleters	28		26	2.6%	24	2.4%
Students with Disabilities	Dropped Out	5		6	3.1%	8	3.3%
	Entered GED Program*	1		2	1.0%	4	1.7%
	Total Noncompleters	6		8	4.1%	12	5.0%
All Students	Dropped Out	25	2.0%	25	2.1%	22	1.8%
	Entered GED Program*	9	0.7%	9	0.7%	14	1.1%
	Total Noncompleters	34	2.8%	34	2.8%	36	2.9%

*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	741	852	544
	Number of Students with Disabilities	203	110	98
	Number of All Students	944	962	642
	Percent of Enrollment	100%	100%	69%
9-12	Number of General-Education Students	1061	998	1004
	Number of Students with Disabilities	169	182	200
	Number of All Students	1230	1180	1204
	Percent of Enrollment	100%	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 2004-2005 school year; completion 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	0	0%	53	98%	66	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	181	88%	234	93%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	4	#	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%	13	77%	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	#	2	#	1	#
Science	0	0%	0	0%	1	#
Reading	4	#	4	#	0	0%
Writing	3	#	5	100%	1	#
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	2	#	1	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	100%	8	63%	10	80%
Science	1	#	10	60%	12	25%
Reading	0	0%	3	#	9	78%
Writing	0	0%	1	#	10	100%
Global Studies	9	100%	7	71%	10	20%
U.S. Hist & Gov't	2	#	3	#	3	#

(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	269	294	279	31	37	48
Number Scoring 55-100	244	275	262	17	24	37
Number Scoring 65-100	214	256	246	11	15	29
Number Scoring 85-100	85	129	98	1	1	3
Percentage of Tested Scoring 55-100	91%	94%	94%	55%	65%	77%
Percentage of Tested Scoring 65-100	80%	87%	88%	35%	41%	60%
Percentage of Tested Scoring 85-100	32%	44%	35%	3%	3%	6%
Mathematics A						
Number Tested	309	532	308	45	74	54
Number Scoring 55-100	255	525	299	21	69	47
Number Scoring 65-100	237	495	286	20	55	37
Number Scoring 85-100	77	116	109	3	3	3
Percentage of Tested Scoring 55-100	83%	99%	97%	47%	93%	87%
Percentage of Tested Scoring 65-100	77%	93%	93%	44%	74%	69%
Percentage of Tested Scoring 85-100	25%	22%	35%	7%	4%	6%
Mathematics B						
Number Tested	7	162	230	0	19	9
Number Scoring 55-100	4	149	195	0	13	6
Number Scoring 65-100	2	136	147	0	10	3
Number Scoring 85-100	0	45	28	0	1	0
Percentage of Tested Scoring 55-100	57%	92%	85%	0%	68%	67%
Percentage of Tested Scoring 65-100	29%	84%	64%	0%	53%	33%
Percentage of Tested Scoring 85-100	0%	28%	12%	0%	5%	0%
Global History and Geography						
Number Tested	296	288	292	45	47	51
Number Scoring 55-100	275	276	281	36	43	45
Number Scoring 65-100	261	258	265	27	33	34
Number Scoring 85-100	131	144	150	6	9	8
Percentage of Tested Scoring 55-100	93%	96%	96%	80%	91%	88%
Percentage of Tested Scoring 65-100	88%	90%	91%	60%	70%	67%
Percentage of Tested Scoring 85-100	44%	50%	51%	13%	19%	16%
U.S. History and Government						
Number Tested	271	287	270	32	38	43
Number Scoring 55-100	269	282	259	32	34	40
Number Scoring 65-100	267	270	244	32	25	31
Number Scoring 85-100	145	166	155	9	8	13
Percentage of Tested Scoring 55-100	99%	98%	96%	100%	89%	93%
Percentage of Tested Scoring 65-100	99%	94%	90%	100%	66%	72%
Percentage of Tested Scoring 85-100	54%	58%	57%	28%	21%	30%

(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	272	305	303	41	49	53
Number Scoring 55-100	266	302	292	36	46	46
Number Scoring 65-100	253	285	284	28	36	43
Number Scoring 85-100	100	119	116	5	4	5
Percentage of Tested Scoring 55-100	98%	99%	96%	88%	94%	87%
Percentage of Tested Scoring 65-100	93%	93%	94%	68%	73%	81%
Percentage of Tested Scoring 85-100	37%	39%	38%	12%	8%	9%
Physical Setting/Earth Science						
Number Tested	223	255	247	11	24	21
Number Scoring 55-100	217	245	244	11	22	21
Number Scoring 65-100	205	233	229	11	19	17
Number Scoring 85-100	88	76	107	3	4	3
Percentage of Tested Scoring 55-100	97%	96%	99%	100%	92%	100%
Percentage of Tested Scoring 65-100	92%	91%	93%	100%	79%	81%
Percentage of Tested Scoring 85-100	39%	30%	43%	27%	17%	14%
Physical Setting/Chemistry						
Number Tested	212	196	194	11	12	8
Number Scoring 55-100	205	187	191	9	12	8
Number Scoring 65-100	174	146	168	6	9	5
Number Scoring 85-100	42	33	43	0	0	0
Percentage of Tested Scoring 55-100	97%	95%	98%	82%	100%	100%
Percentage of Tested Scoring 65-100	82%	74%	87%	55%	75%	62%
Percentage of Tested Scoring 85-100	20%	17%	22%	0%	0%	0%
Physical Setting/Physics						
Number Tested		66	61		0	3
Number Scoring 55-100		65	60		0	#
Number Scoring 65-100		62	57		0	#
Number Scoring 85-100		29	23		0	#
Percentage of Tested Scoring 55-100		98%	98%		0%	#
Percentage of Tested Scoring 65-100		94%	93%		0%	#
Percentage of Tested Scoring 85-100		44%	38%		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	136	52	54	4	2	1
Number Scoring 55-100	133	52	54	#	#	#
Number Scoring 65-100	131	52	54	#	#	#
Number Scoring 85-100	77	30	34	#	#	#
Percentage of Tested Scoring 55-100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	96%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	57%	58%	63%	#	#	#
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	333	116	122	3	3	4
Number Scoring 55-100	328	116	122	#	#	#
Number Scoring 65-100	319	116	122	#	#	#
Number Scoring 85-100	220	76	72	#	#	#
Percentage of Tested Scoring 55-100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	96%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	66%	66%	59%	#	#	#
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	254	2%	2%	44%	52%
	Students with Disabilities	41	5%	2%	56%	37%
	All Students	295	2%	2%	46%	50%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	297	0%	9%	56%	35%
	Students with Disabilities	44	9%	50%	39%	2%
	All Students	341	1%	14%	54%	31%

(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	1	0	#	#	#	#
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	250	250	250	42	42	42	292	292	292
Number Scoring 55–64	5	2	1	8	9	6	13	11	7
Number Scoring 65–84	111	80	111	19	17	24	130	97	135
Number Scoring 85–100	121	156	131	7	9	6	128	165	137
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		15	11		0	0
Beginning		0	0		0	0
Intermediate		2	0		0	0
Advanced		7	8		0	0
Proficient		6	3		0	0
Reading and Writing (Grade K-1)						
Number Tested		15	11		0	0
Beginning		2	0		0	0
Intermediate		2	4		0	0
Advanced		9	5		0	0
Proficient		2	2		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		13	19		0	0
Beginning		0	0		0	0
Intermediate		1	0		0	0
Advanced		3	7		0	0
Proficient		9	12		0	0
Reading and Writing (Grade 2-4)						
Number Tested		13	19		0	0
Beginning		0	0		0	0
Intermediate		6	0		0	0
Advanced		3	12		0	0
Proficient		4	7		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		6	5		2	2
Beginning		0	0		#	#
Intermediate		0	0		#	#
Advanced		2	2		#	#
Proficient		4	3		#	#
Reading and Writing (Grade 5-6)						
Number Tested		6	5		2	2
Beginning		0	0		#	#
Intermediate		0	0		#	#
Advanced		6	5		#	#
Proficient		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		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 7–8)						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		4	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9–12)						
Number Tested		4	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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)