

New York State District Report Card Comprehensive Information Report

BEDS Code: 15-17-01-04-0000

Name: Willsboro Central School District

Superintendent: Steven D. Schoonmaker

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	20	15
Kindergarten	19	14	31
First	26	22	15
Second	24	26	18
Third	23	19	29
Fourth	32	25	18
Fifth	32	32	27
Sixth	34	31	28
Ungraded Elementary	0	0	0
Seventh	32	35	34
Eighth	36	33	26
Ninth	34	36	47
Tenth	45	33	31
Eleventh	22	38	26
Twelfth	32	15	35
Ungraded Secondary	0	0	0
Total K-12 Enrollment	391	359	365

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	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%	1	0.3%	1	0.3%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	1	0.3%	0	0.0%	1	0.3%
White (Not Hispanic)	390	99.7%	358	99.7%	363	99.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	12	16
Common Branch	14	13	14
English Grade 8	16	18	13
Mathematics Grade 8	14	14	14
Science Grade 8	16	17	8
Social Studies Grade 8	16	17	16
English Grade 10	21	14	14
Mathematics Grade 10	11	19	14
Science Grade 10	25	18	14
Social Studies Grade 10	21	14	28

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	77	19.7%	84	23.4%	67	18.4%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.7%		94.7%		95.7%
Student Suspensions	26	6.7%	10	2.6%	17	4.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.0%	10.9%	11.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	43
Total Other Professional Staff	3
Total Paraprofessionals	10
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	24	4	17%	14	8	57%	24	14	58%
Students with Disabilities	2	0	0%	1	0	0%	5	0	0%
All Students	26	4	15%	15	8	53%	29	14	48%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	9	12	0	2	6	0
Percent	31%	41%	0%	7%	21%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
5	0	2	7

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		2	
	Entered GED Program*			0		1	
	Total Noncompleters			0		3	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	2	1.5%	0	0.0%	2	1.4%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.7%
	Total Noncompleters	2	1.5%	0	0.0%	3	2.2%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		100%	0%
2-3		100%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		57	0
	Number of Students with Disabilities		0	0
	Number of All Students		57	0
	Percent of Enrollment		100%	0%
6-8	Number of General-Education Students		99	48
	Number of Students with Disabilities		0	12
	Number of All Students		99	60
	Percent of Enrollment		100%	68%
9-12	Number of General-Education Students		122	115
	Number of Students with Disabilities		0	24
	Number of All Students		122	139
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	14	64%	16	94%	9	89%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	14	100%	9	100%	18	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	6	100%
Science	0	0%	0	0%	4	#
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	2	#	2	#
U.S. Hist & Gov't	0	0%	1	#	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	3	#	1	#
Science	1	#	2	#	1	#
Reading	6	33%	3	#	3	#
Writing	6	67%	0	0%	1	#
Global Studies	6	17%	2	#	2	#
U.S. Hist & Gov't	3	#	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	52	30	31	8	4	1
Number Scoring 55–100	44	26	23	3	#	#
Number Scoring 65–100	35	24	22	1	#	#
Number Scoring 85–100	6	12	10	0	#	#
Percentage of Tested Scoring 55–100	85%	87%	74%	38%	#	#
Percentage of Tested Scoring 65–100	67%	80%	71%	12%	#	#
Percentage of Tested Scoring 85–100	12%	40%	32%	0%	#	#
Mathematics A						
Number Tested	0	2	27	0	0	1
Number Scoring 55–100	0	#	20	0	0	#
Number Scoring 65–100	0	#	15	0	0	#
Number Scoring 85–100	0	#	4	0	0	#
Percentage of Tested Scoring 55–100	0%	#	74%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	#	56%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	#	15%	0%	0%	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	36	27	31	7	3	2
Number Scoring 55–100	31	19	26	3	#	#
Number Scoring 65–100	28	16	18	3	#	#
Number Scoring 85–100	10	2	4	1	#	#
Percentage of Tested Scoring 55–100	86%	70%	84%	43%	#	#
Percentage of Tested Scoring 65–100	78%	59%	58%	43%	#	#
Percentage of Tested Scoring 85–100	28%	7%	13%	14%	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	15	34	30	3	5	2
Number Scoring 55–100	11	28	29	#	4	#
Number Scoring 65–100	11	19	27	#	0	#
Number Scoring 85–100	5	5	4	#	0	#
Percentage of Tested Scoring 55–100	73%	82%	97%	#	80%	#
Percentage of Tested Scoring 65–100	73%	56%	90%	#	0%	#
Percentage of Tested Scoring 85–100	33%	15%	13%	#	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	28	25	25	3	1	1
Number Scoring 55–100	27	25	25	#	#	#
Number Scoring 65–100	24	25	24	#	#	#
Number Scoring 85–100	4	4	7	#	#	#
Percentage of Tested Scoring 55–100	96%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	86%	100%	96%	#	#	#
Percentage of Tested Scoring 85–100	14%	16%	28%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	33	30	0	3	0	0
Number Scoring 55–100	29	28	0	#	0	0
Number Scoring 65–100	19	21	0	#	0	0
Number Scoring 85–100	3	1	0	#	0	0
Percentage of Tested Scoring 55–100	88%	93%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	58%	70%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	9%	3%	0%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		0	23		0	1
Number Scoring 55–100		0	20		0	#
Number Scoring 65–100		0	12		0	#
Number Scoring 85–100		0	3		0	#
Percentage of Tested Scoring 55–100		0%	87%		0%	#
Percentage of Tested Scoring 65–100		0%	52%		0%	#
Percentage of Tested Scoring 85–100		0%	13%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	13	4	14	0	0	0
Number Scoring 55–100	11	#	14	0	0	0
Number Scoring 65–100	10	#	11	0	0	0
Number Scoring 85–100	0	#	6	0	0	0
Percentage of Tested Scoring 55–100	85%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	77%	#	79%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	43%	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	9	10	11	0	0	0
Number Scoring 55–100	9	10	11	0	0	0
Number Scoring 65–100	9	9	11	0	0	0
Number Scoring 85–100	7	2	4	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	90%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	78%	20%	36%	0%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	16	21	0	0	0	0
Number Scoring 55–100	12	13	0	0	0	0
Number Scoring 65–100	7	11	0	0	0	0
Number Scoring 85–100	2	2	0	0	0	0
Percentage of Tested Scoring 55–100	75%	62%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	44%	52%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	12%	10%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	13	9	13	0	0	0
Number Scoring 55–100	12	8	4	0	0	0
Number Scoring 65–100	11	7	3	0	0	0
Number Scoring 85–100	1	4	2	0	0	0
Percentage of Tested Scoring 55–100	92%	89%	31%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	78%	23%	0%	0%	0%
Percentage of Tested Scoring 85–100	8%	44%	15%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	100%	0	0%	28	75%
Students with Disabilities	2	#	0	0%	1	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	22	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	26	0%	23%	73%	4%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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	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

1999 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	29	29	29	7	7	7	36	36	36
Number Scoring 55–64	3	5	1	0	4	3	3	9	4
Number Scoring 65–84	14	16	22	1	0	0	15	16	22
Number Scoring 85–100	9	6	6	0	0	0	9	6	6
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)