

New York State District Report Card Comprehensive Information Report

BEDS Code: 44-01-02-06-0000

Name: Washingtonville Central School District

Superintendent: William J. Swart

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	18	36	36
Kindergarten	351	300	323
First	361	353	327
Second	400	362	350
Third	367	406	375
Fourth	405	389	409
Fifth	406	407	394
Sixth	455	408	421
Ungraded Elementary	21	54	54
Seventh	394	462	418
Eighth	385	405	465
Ninth	395	394	409
Tenth	389	391	408
Eleventh	357	389	409
Twelfth	313	320	360
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4999	5040	5122

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	76	1.5%	91	1.8%	99	1.9%
Black (Not Hispanic)	222	4.4%	267	5.3%	297	5.8%
Hispanic	379	7.6%	424	8.4%	507	9.9%
White (Not Hispanic)	4322	86.5%	4258	84.5%	4219	82.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	19	20
Common Branch	24	24	23
English Grade 8	25	27	30
Mathematics Grade 8	26	27	28
Science Grade 8	24	27	25
Social Studies Grade 8	24	26	31
English Grade 10	28	27	28
Mathematics Grade 10	24	24	22
Science Grade 10	22	27	22
Social Studies Grade 10	27	28	29

(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	43	0.9%	42	0.8%	67	1.3%
Eligible for Free Lunch	270	5.8%	218	4.6%	266	5.5%

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		94.2%		94.4%		94.3%
Student Suspensions	174	3.5%	199	4.0%	331	6.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.8%	3.7%	4.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	338
Total Other Professional Staff	43
Total Paraprofessionals	64
Teaching Out of Certification*	15
Teachers with Temporary Licenses	3

*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	273	144	53%	299	190	64%	326	208	64%
Students with Disabilities	29	2	7%	13	0	0%	19	2	11%
All Students	302	146	48%	312	190	61%	345	210	61%

*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	177	129	0	13	26	0
Percent	51%	37%	0%	4%	8%	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)
19	2	7	26

*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			14		37	
	Entered GED Program*			5		7	
	Total Noncompleters			19		44	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			0		2	
	Total Noncompleters			0		6	
All Students	Dropped Out	15	1.0%	14	0.9%	41	2.6%
	Entered GED Program*	10	0.7%	5	0.3%	9	0.6%
	Total Noncompleters	25	1.7%	19	1.3%	50	3.2%

*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		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		345	345
	Number of Students with Disabilities		60	60
	Number of All Students		405	405
	Percent of Enrollment		32%	31%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	21	100%	42	93%	29	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	293	98%	266	94%	341	99%

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%	3	#

(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	5	100%	33	82%	20	80%
Science	5	40%	12	67%	14	79%
Reading	1	#	9	100%	7	100%
Writing	4	#	13	92%	8	100%
Global Studies	4	#	0	0%	9	56%
U.S. Hist & Gov't	8	88%	7	71%	6	83%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	71	69%	42	57%	70	77%
Science	36	56%	33	45%	53	53%
Reading	14	71%	9	100%	34	88%
Writing	22	59%	12	92%	36	92%
Global Studies	12	17%	11	45%	38	37%
U.S. Hist & Gov't	16	56%	8	50%	19	58%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	325	362	403	24	13	42
Number Scoring 55–100	305	340	369	14	6	23
Number Scoring 65–100	270	315	323	1	6	10
Number Scoring 85–100	72	158	136	0	0	0
Percentage of Tested Scoring 55–100	94%	94%	92%	58%	46%	55%
Percentage of Tested Scoring 65–100	83%	87%	80%	4%	46%	24%
Percentage of Tested Scoring 85–100	22%	44%	34%	0%	0%	0%
Mathematics A						
Number Tested	117	467	693	26	61	73
Number Scoring 55–100	42	218	503	8	7	21
Number Scoring 65–100	21	155	409	5	3	16
Number Scoring 85–100	0	19	99	0	0	2
Percentage of Tested Scoring 55–100	36%	47%	73%	31%	11%	29%
Percentage of Tested Scoring 65–100	18%	33%	59%	19%	5%	22%
Percentage of Tested Scoring 85–100	0%	4%	14%	0%	0%	3%
Mathematics B (first administered June 2001)						
Number Tested	24	0	23	0	0	0
Number Scoring 55–100	20	0	23	0	0	0
Number Scoring 65–100	13	0	23	0	0	0
Number Scoring 85–100	1	0	13	0	0	0
Percentage of Tested Scoring 55–100	83%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	54%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	4%	0%	57%	0%	0%	0%
Global History and Geography						
Number Tested	399	421	428	24	44	39
Number Scoring 55–100	378	382	374	21	32	18
Number Scoring 65–100	333	337	348	10	18	14
Number Scoring 85–100	95	75	138	0	0	2
Percentage of Tested Scoring 55–100	95%	91%	87%	88%	73%	46%
Percentage of Tested Scoring 65–100	83%	80%	81%	42%	41%	36%
Percentage of Tested Scoring 85–100	24%	18%	32%	0%	0%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	133	370	380	14	23	39
Number Scoring 55–100	121	346	358	9	15	32
Number Scoring 65–100	113	310	327	6	7	24
Number Scoring 85–100	60	110	120	1	0	3
Percentage of Tested Scoring 55–100	91%	94%	94%	64%	65%	82%
Percentage of Tested Scoring 65–100	85%	84%	86%	43%	30%	62%
Percentage of Tested Scoring 85–100	45%	30%	32%	7%	0%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	116	409	386	1	43	25
Number Scoring 55–100	112	366	378	#	31	23
Number Scoring 65–100	106	342	352	#	21	15
Number Scoring 85–100	13	91	103	#	0	1
Percentage of Tested Scoring 55–100	97%	89%	98%	#	72%	92%
Percentage of Tested Scoring 65–100	91%	84%	91%	#	49%	60%
Percentage of Tested Scoring 85–100	11%	22%	27%	#	0%	4%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	267	427	431	26	29	45
Number Scoring 55–100	251	368	383	17	18	19
Number Scoring 65–100	229	338	360	10	13	16
Number Scoring 85–100	123	158	171	0	2	2
Percentage of Tested Scoring 55–100	94%	86%	89%	65%	62%	42%
Percentage of Tested Scoring 65–100	86%	79%	84%	38%	45%	36%
Percentage of Tested Scoring 85–100	46%	37%	40%	0%	7%	4%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		120	265		0	6
Number Scoring 55–100		107	234		0	4
Number Scoring 65–100		75	176		0	3
Number Scoring 85–100		6	37		0	1
Percentage of Tested Scoring 55–100		89%	88%		0%	67%
Percentage of Tested Scoring 65–100		62%	66%		0%	50%
Percentage of Tested Scoring 85–100		5%	14%		0%	17%
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	40	26	24	0	0	1
Number Scoring 55–100	40	26	24	0	0	#
Number Scoring 65–100	40	25	22	0	0	#
Number Scoring 85–100	16	10	13	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	96%	92%	0%	0%	#
Percentage of Tested Scoring 85–100	40%	38%	54%	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	2	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	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	179	292	239	0	3	0
Number Scoring 55–100	178	290	239	0	#	0
Number Scoring 65–100	176	286	235	0	#	0
Number Scoring 85–100	125	177	118	0	#	0
Percentage of Tested Scoring 55–100	99%	99%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	98%	98%	98%	0%	#	0%
Percentage of Tested Scoring 85–100	70%	61%	49%	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	335	290	26	0	1	0
Number Scoring 55–100	284	226	12	0	#	0
Number Scoring 65–100	261	206	8	0	#	0
Number Scoring 85–100	132	83	0	0	#	0
Percentage of Tested Scoring 55–100	85%	78%	46%	0%	#	0%
Percentage of Tested Scoring 65–100	78%	71%	31%	0%	#	0%
Percentage of Tested Scoring 85–100	39%	29%	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	246	271	185	1	0	1
Number Scoring 55–100	194	239	161	#	0	#
Number Scoring 65–100	163	217	152	#	0	#
Number Scoring 85–100	63	98	77	#	0	#
Percentage of Tested Scoring 55–100	79%	88%	87%	#	0%	#
Percentage of Tested Scoring 65–100	66%	80%	82%	#	0%	#
Percentage of Tested Scoring 85–100	26%	36%	42%	#	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	22	100%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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	366	4%	9%	70%	17%
	Students with Disabilities	32	25%	25%	47%	3%
	All Students	398	6%	10%	68%	16%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	415	1%	34%	54%	10%
	Students with Disabilities	40	18%	68%	15%	0%
	All Students	455	2%	37%	51%	9%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	3	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	340	340	340	21	21	21	361	361	361
Number Scoring 55–64	22	26	39	5	5	2	27	31	41
Number Scoring 65–84	212	172	183	9	5	6	221	177	189
Number Scoring 85–100	93	108	91	0	0	0	93	108	91
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)