

# New York State School Report Card Comprehensive Information Report

BEDS Code: 64-17-01-06-0002

Grade Range : 7-12

Name: Whitehall Junior-Senior High School

Principal: Kerri Zappala

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	80	74	74
Eighth	75	76	71
Ninth	67	73	71
Tenth	55	60	71
Eleventh	72	47	54
Twelfth	56	67	49
Ungraded Secondary	19	19	32
Total K-12 Enrollment	424	416	422

## 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	3	0.7%	0	0.0%	0	0.0%
Black (Not Hispanic)	1	0.2%	3	0.7%	0	0.0%
Hispanic	1	0.2%	0	0.0%	0	0.0%
White (Not Hispanic)	419	98.8%	413	99.3%	422	100.0%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	15	15	14
Mathematics Grade 8	19	15	14
Science Grade 8	19	15	0
Social Studies Grade 8	19	15	14
English Grade 10	21	19	18
Mathematics Grade 10	20	0	0
Science Grade 10	18	16	17
Social Studies Grade 10	15	15	17

(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
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

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	71	16.8%	72	17.3%	75	17.8%

### 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		92.9%		92.7%		94.2%
Student Suspensions	40	9.8%	28	6.6%	25	6.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.0%	7.4%	9.2%
Public Assistance	21-30%	11-20%	21-30%
Student Stability	91%	93%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	44
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	42	13	31%	53	20	38%	40	29	72%
Students with Disabilities	6	1	17%	1	0	0%	1	0	0%
All Students	48	14	29%	54	20	37%	41	29	71%

\*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	19	18	0	1	0	3
Percent	46%	44%	0%	2%	0%	7%

## 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)
1	0	6	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			4		4	
	Entered GED Program*			2		5	
	Total Noncompleters			6		9	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		2	
	Total Noncompleters			0		4	
All Students	Dropped Out	16	6.1%	4	1.5%	6	2.3%
	Entered GED Program*	2	0.8%	2	0.8%	7	2.6%
	Total Noncompleters	18	6.9%	6	2.3%	13	4.9%

\*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		86	0
	Number of Students with Disabilities		0	0
	Number of All Students		86	0
	Percent of Enrollment		55%	0%
9-12	Number of General-Education Students		230	228
	Number of Students with Disabilities		17	17
	Number of All Students		247	245
	Percent of Enrollment		95%	92%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	26	85%	14	57%	15	53%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	41	80%	49	61%	69	84%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	1	#

(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%	1	#	2	#
Science	0	0%	2	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	1	#	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	26	50%	28	54%
Science	3	#	8	62%	13	46%
Reading	0	0%	11	18%	25	60%
Writing	0	0%	12	58%	23	96%
Global Studies	1	#	5	60%	9	67%
U.S. Hist & Gov't	1	#	1	#	6	67%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	66	49	59	4	3	9
Number Scoring 55–100	59	38	53	#	#	6
Number Scoring 65–100	50	33	48	#	#	4
Number Scoring 85–100	6	6	13	#	#	0
Percentage of Tested Scoring 55–100	89%	78%	90%	#	#	67%
Percentage of Tested Scoring 65–100	76%	67%	81%	#	#	44%
Percentage of Tested Scoring 85–100	9%	12%	22%	#	#	0%
<b>Mathematics A</b>						
Number Tested	26	34	45	0	5	2
Number Scoring 55–100	11	22	38	0	5	#
Number Scoring 65–100	6	12	32	0	1	#
Number Scoring 85–100	0	0	6	0	0	#
Percentage of Tested Scoring 55–100	42%	65%	84%	0%	100%	#
Percentage of Tested Scoring 65–100	23%	35%	71%	0%	20%	#
Percentage of Tested Scoring 85–100	0%	0%	13%	0%	0%	#
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	51	48	68	3	9	8
Number Scoring 55–100	50	43	56	#	6	2
Number Scoring 65–100	49	40	49	#	4	2
Number Scoring 85–100	20	8	10	#	0	1
Percentage of Tested Scoring 55–100	98%	90%	82%	#	67%	25%
Percentage of Tested Scoring 65–100	96%	83%	72%	#	44%	25%
Percentage of Tested Scoring 85–100	39%	17%	15%	#	0%	12%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	63	50	48	3	2	8
Number Scoring 55–100	57	48	40	#	#	3
Number Scoring 65–100	44	42	40	#	#	3
Number Scoring 85–100	18	15	11	#	#	1
Percentage of Tested Scoring 55–100	90%	96%	83%	#	#	38%
Percentage of Tested Scoring 65–100	70%	84%	83%	#	#	38%
Percentage of Tested Scoring 85–100	29%	30%	23%	#	#	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	16	51	66	0	8	5
Number Scoring 55–100	16	51	60	0	8	3
Number Scoring 65–100	16	49	58	0	6	3
Number Scoring 85–100	2	11	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	91%	0%	100%	60%
Percentage of Tested Scoring 65–100	100%	96%	88%	0%	75%	60%
Percentage of Tested Scoring 85–100	12%	22%	12%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	50	77	80	8	9	11
Number Scoring 55–100	43	64	61	4	3	4
Number Scoring 65–100	37	54	42	4	2	1
Number Scoring 85–100	14	5	7	1	0	0
Percentage of Tested Scoring 55–100	86%	83%	76%	50%	33%	36%
Percentage of Tested Scoring 65–100	74%	70%	53%	50%	22%	9%
Percentage of Tested Scoring 85–100	28%	6%	9%	12%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		31	31		1	2
Number Scoring 55–100		26	21		#	#
Number Scoring 65–100		8	8		#	#
Number Scoring 85–100		0	0		#	#
Percentage of Tested Scoring 55–100		84%	68%		#	#
Percentage of Tested Scoring 65–100		26%	26%		#	#
Percentage of Tested Scoring 85–100		0%	0%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	12	8	13	0	0	0
Number Scoring 55–100	12	8	13	0	0	0
Number Scoring 65–100	10	7	12	0	0	0
Number Scoring 85–100	3	0	2	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	88%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	0%	15%	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	65	1	21	0	1	0
Number Scoring 55–100	63	#	21	0	#	0
Number Scoring 65–100	60	#	18	0	#	0
Number Scoring 85–100	27	#	8	0	#	0
Percentage of Tested Scoring 55–100	97%	#	100%	0%	#	0%
Percentage of Tested Scoring 65–100	92%	#	86%	0%	#	0%
Percentage of Tested Scoring 85–100	42%	#	38%	0%	#	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	41	38	3	0	0	0
Number Scoring 55–100	32	32	#	0	0	0
Number Scoring 65–100	23	27	#	0	0	0
Number Scoring 85–100	7	8	#	0	0	0
Percentage of Tested Scoring 55–100	78%	84%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	56%	71%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	17%	21%	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	24	23	18	0	0	1
Number Scoring 55–100	23	21	15	0	0	#
Number Scoring 65–100	19	17	15	0	0	#
Number Scoring 85–100	7	9	8	0	0	#
Percentage of Tested Scoring 55–100	96%	91%	83%	0%	0%	#
Percentage of Tested Scoring 65–100	79%	74%	83%	0%	0%	#
Percentage of Tested Scoring 85–100	29%	39%	44%	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	8	75%	20	100%	8	100%
Students with Disabilities	1	#	3	#	2	#

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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	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

## 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	41	41	41	7	7	7	48	48	48
Number Scoring 55–64	0	0	0	0	0	0	0	0	0
Number Scoring 65–84	21	24	28	2	0	2	23	24	30
Number Scoring 85–100	18	13	10	0	1	0	18	14	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)