

New York State School Report Card Comprehensive Information Report

BEDS Code: 02-21-01-04-0001
 Name: Whitesville Central School
 Principal: Jennifer O. Fisk

Grade Range : K-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	42	45	39
First	24	22	28
Second	18	22	18
Third	24	19	21
Fourth	20	23	18
Fifth	21	18	23
Sixth	22	23	17
Ungraded Elementary	0	0	0
Seventh	17	24	24
Eighth	25	20	22
Ninth	22	24	23
Tenth	29	26	27
Eleventh	22	27	26
Twelfth	14	20	27
Ungraded Secondary	0	0	0
Total K-12 Enrollment	300	313	313

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	1	0.3%	1	0.3%	0	0.0%
Black (Not Hispanic)	2	0.7%	3	1.0%	2	0.6%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	297	99.0%	309	98.7%	311	99.4%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	21	16	20
Common Branch	22	18	22
English Grade 8	25	20	23
Mathematics Grade 8	0	23	22
Science Grade 8	25	21	22
Social Studies Grade 8	24	20	23
English Grade 10	0	27	27
Mathematics Grade 10	4	11	14
Science Grade 10	28	26	29
Social Studies Grade 10	28	13	14

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	116	41.6%	92	31.4%	112	38.0%

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		96.0%		96.0%		96.5%
Student Suspensions	2	0.7%	7	2.3%	13	4.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	16.9%	16.4%	13.2%
Public Assistance	11-20%	41-50%	41-50%
Student Stability	100%	100%	96%

Staff Counts

Staff	2004-05
Total Teachers	29
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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*	12	17	27
	Regents Diplomas	6	14	22
	% Regents Diplomas	50%	82%	81%
	Regents Diplomas with Advanced Designation**			9
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	1	3	0
	Regents Diplomas	0	1	0
	% Regents Diplomas	0%	33%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0
All Students	Total Graduates*	13	20	27
	Regents Diplomas	6	15	22
	% Regents Diplomas	46%	75%	81%
	Regents Diplomas with Advanced Designation**			9
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	0	0	0

* 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	8	12	1	3	1	0	2	0
	Percent	30%	44%	4%	11%	4%	0%	7%	0%
Students with Disabilities	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	8	12	1	3	1	0	2	0
	Percent	30%	44%	4%	11%	4%	0%	7%	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	1		1	1.2%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		1	1.2%	0	0.0%
Students with Disabilities	Dropped Out	1		0	0.0%	0	0.0%
	Entered GED Program*	0		1	7.7%	0	0.0%
	Total Noncompleters	1		1	7.7%	0	0.0%
All Students	Dropped Out	2	2.3%	1	1.0%	0	0.0%
	Entered GED Program*	0	0.0%	1	1.0%	0	0.0%
	Total Noncompleters	2	2.3%	2	2.1%	0	0.0%

*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	38%	70%	72%
2-3	100%	100%	100%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	36	36	41
	Number of Students with Disabilities	5	5	2
	Number of All Students	41	41	43
	Percent of Enrollment	100%	100%	105%
6-8	Number of General-Education Students	50	59	55
	Number of Students with Disabilities	14	9	8
	Number of All Students	64	68	63
	Percent of Enrollment	100%	101%	100%
9-12	Number of General-Education Students	79	84	91
	Number of Students with Disabilities	8	13	12
	Number of All Students	87	97	103
	Percent of Enrollment	100%	100%	100%

(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%	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%	8	13%	7	43%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	1	#	1	#

Regents Competency Tests

General-Education Students

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

Students with Disabilities

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

(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	27	29	30	3	1	3
Number Scoring 55-100	24	27	30	#	#	#
Number Scoring 65-100	22	24	29	#	#	#
Number Scoring 85-100	10	9	7	#	#	#
Percentage of Tested Scoring 55-100	89%	93%	100%	#	#	#
Percentage of Tested Scoring 65-100	81%	83%	97%	#	#	#
Percentage of Tested Scoring 85-100	37%	31%	23%	#	#	#
Mathematics A						
Number Tested	27	26	30	1	2	4
Number Scoring 55-100	18	25	29	#	#	#
Number Scoring 65-100	16	23	27	#	#	#
Number Scoring 85-100	3	8	10	#	#	#
Percentage of Tested Scoring 55-100	67%	96%	97%	#	#	#
Percentage of Tested Scoring 65-100	59%	88%	90%	#	#	#
Percentage of Tested Scoring 85-100	11%	31%	33%	#	#	#
Mathematics B						
Number Tested	10	11	10	0	0	0
Number Scoring 55-100	9	11	8	0	0	0
Number Scoring 65-100	8	11	6	0	0	0
Number Scoring 85-100	5	3	1	0	0	0
Percentage of Tested Scoring 55-100	90%	100%	80%	0%	0%	0%
Percentage of Tested Scoring 65-100	80%	100%	60%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	27%	10%	0%	0%	0%
Global History and Geography						
Number Tested	32	41	33	2	3	6
Number Scoring 55-100	20	40	26	#	#	4
Number Scoring 65-100	14	31	21	#	#	2
Number Scoring 85-100	3	8	5	#	#	0
Percentage of Tested Scoring 55-100	62%	98%	79%	#	#	67%
Percentage of Tested Scoring 65-100	44%	76%	64%	#	#	33%
Percentage of Tested Scoring 85-100	9%	20%	15%	#	#	0%
U.S. History and Government						
Number Tested	26	35	33	3	1	3
Number Scoring 55-100	21	32	33	#	#	#
Number Scoring 65-100	14	27	22	#	#	#
Number Scoring 85-100	6	7	6	#	#	#
Percentage of Tested Scoring 55-100	81%	91%	100%	#	#	#
Percentage of Tested Scoring 65-100	54%	77%	67%	#	#	#
Percentage of Tested Scoring 85-100	23%	20%	18%	#	#	#

(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	28	26	27	1	3	7
Number Scoring 55-100	27	26	23	#	#	6
Number Scoring 65-100	25	25	20	#	#	5
Number Scoring 85-100	4	5	6	#	#	0
Percentage of Tested Scoring 55-100	96%	100%	85%	#	#	86%
Percentage of Tested Scoring 65-100	89%	96%	74%	#	#	71%
Percentage of Tested Scoring 85-100	14%	19%	22%	#	#	0%
Physical Setting/Earth Science						
Number Tested	32	29	25	3	7	6
Number Scoring 55-100	30	24	20	#	5	2
Number Scoring 65-100	28	18	14	#	4	0
Number Scoring 85-100	2	3	4	#	0	0
Percentage of Tested Scoring 55-100	94%	83%	80%	#	71%	33%
Percentage of Tested Scoring 65-100	88%	62%	56%	#	57%	0%
Percentage of Tested Scoring 85-100	6%	10%	16%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	21	6	28	0	0	0
Number Scoring 55-100	12	6	26	0	0	0
Number Scoring 65-100	5	6	18	0	0	0
Number Scoring 85-100	1	0	2	0	0	0
Percentage of Tested Scoring 55-100	57%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 65-100	24%	100%	64%	0%	0%	0%
Percentage of Tested Scoring 85-100	5%	0%	7%	0%	0%	0%
Physical Setting/Physics						
Number Tested		19	1		0	0
Number Scoring 55-100		16	#		0	0
Number Scoring 65-100		14	#		0	0
Number Scoring 85-100		2	#		0	0
Percentage of Tested Scoring 55-100		84%	#		0%	0%
Percentage of Tested Scoring 65-100		74%	#		0%	0%
Percentage of Tested Scoring 85-100		11%	#		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	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 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	7	12	14	0	0	0
Number Scoring 55-100	6	12	13	0	0	0
Number Scoring 65-100	6	12	13	0	0	0
Number Scoring 85-100	1	6	1	0	0	0
Percentage of Tested Scoring 55-100	86%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 65-100	86%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	14%	50%	7%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	22	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	24	0%	0%	67%	33%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	20	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	22	5%	18%	73%	5%

(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	0	0	0	0	0	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

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	26	26	26	0	0	0	26	26	26
Number Scoring 55–64	2	3	0	0	0	0	2	3	0
Number Scoring 65–84	20	17	19	0	0	0	20	17	19
Number Scoring 85–100	4	6	7	0	0	0	4	6	7
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)