

New York State School Report Card Comprehensive Information Report

BEDS Code: 02-21-01-04-0001

Grade Range : K-12

Name: Whitesville Central School

Principal: Christopher S. Macaluso

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	37	37	42
First	24	20	24
Second	22	21	18
Third	21	23	24
Fourth	22	21	20
Fifth	15	21	21
Sixth	23	14	22
Ungraded Elementary	0	0	0
Seventh	29	20	17
Eighth	29	28	25
Ninth	24	28	22
Tenth	15	21	29
Eleventh	31	14	22
Twelfth	28	29	14
Ungraded Secondary	0	0	0
Total K-12 Enrollment	320	297	300

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	0.9%	2	0.7%	1	0.3%
Black (Not Hispanic)	2	0.6%	2	0.7%	2	0.7%
Hispanic	1	0.3%	3	1.0%	0	0.0%
White (Not Hispanic)	314	98.1%	290	97.6%	297	99.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	19	21
Common Branch	21	20	22
English Grade 8	30	28	25
Mathematics Grade 8	30	0	0
Science Grade 8	29	28	25
Social Studies Grade 8	29	28	24
English Grade 10	15	9	0
Mathematics Grade 10	0	9	4
Science Grade 10	16	22	28
Social Studies Grade 10	17	23	28

(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. Assessment results and accountability measures for schools in this group are compared with similar 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

	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	84	28.1%	76	27.0%	116	41.6%

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		96.4%		95.7%		96.0%
Student Suspensions	20	6.6%	8	2.5%	2	0.7%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	19.7%	22.0%	16.9%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	96%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	28
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	26	11	42%	24	16	67%	12	6	50%
Students with Disabilities	1	0	0%	3	0	0%	1	0	0%
All Students	27	11	41%	27	16	59%	13	6	46%

*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	3	4	1	1	1	3
Percent	23%	31%	8%	8%	8%	23%

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	0	1

*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			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	2	2.0%	1	1.1%	2	2.3%
	Entered GED Program*	1	1.0%	0	0.0%	0	0.0%
	Total Noncompleters	3	3.1%	1	1.1%	2	2.3%

*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%	38%
2-3		0%	100%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	36
	Number of Students with Disabilities		0	5
	Number of All Students		0	41
	Percent of Enrollment		0%	100%
6-8	Number of General-Education Students		0	50
	Number of Students with Disabilities		0	14
	Number of All Students		0	64
	Percent of Enrollment		0%	100%
9-12	Number of General-Education Students		0	79
	Number of Students with Disabilities		0	8
	Number of All Students		0	87
	Percent of Enrollment		0%	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	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%

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

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	3	#	0	0%	1	#
Writing	2	#	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	4	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	28	14	27	3	0	3
Number Scoring 55–100	27	10	24	#	0	#
Number Scoring 65–100	25	8	22	#	0	#
Number Scoring 85–100	6	3	10	#	0	#
Percentage of Tested Scoring 55–100	96%	71%	89%	#	0%	#
Percentage of Tested Scoring 65–100	89%	57%	81%	#	0%	#
Percentage of Tested Scoring 85–100	21%	21%	37%	#	0%	#
Mathematics A						
Number Tested	16	27	27	1	0	1
Number Scoring 55–100	16	18	18	#	0	#
Number Scoring 65–100	13	14	16	#	0	#
Number Scoring 85–100	4	2	3	#	0	#
Percentage of Tested Scoring 55–100	100%	67%	67%	#	0%	#
Percentage of Tested Scoring 65–100	81%	52%	59%	#	0%	#
Percentage of Tested Scoring 85–100	25%	7%	11%	#	0%	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	10	0	0	0
Number Scoring 55–100	0	0	9	0	0	0
Number Scoring 65–100	0	0	8	0	0	0
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	80%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	50%	0%	0%	0%
Global History and Geography						
Number Tested	20	24	32	1	0	2
Number Scoring 55–100	18	21	20	#	0	#
Number Scoring 65–100	11	19	14	#	0	#
Number Scoring 85–100	3	0	3	#	0	#
Percentage of Tested Scoring 55–100	90%	88%	62%	#	0%	#
Percentage of Tested Scoring 65–100	55%	79%	44%	#	0%	#
Percentage of Tested Scoring 85–100	15%	0%	9%	#	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	27	14	26	3	0	3
Number Scoring 55–100	24	12	21	#	0	#
Number Scoring 65–100	15	5	14	#	0	#
Number Scoring 85–100	2	1	6	#	0	#
Percentage of Tested Scoring 55–100	89%	86%	81%	#	0%	#
Percentage of Tested Scoring 65–100	56%	36%	54%	#	0%	#
Percentage of Tested Scoring 85–100	7%	7%	23%	#	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	15	20	28	1	0	1
Number Scoring 55–100	15	20	27	#	0	#
Number Scoring 65–100	12	20	25	#	0	#
Number Scoring 85–100	3	4	4	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	96%	#	0%	#
Percentage of Tested Scoring 65–100	80%	100%	89%	#	0%	#
Percentage of Tested Scoring 85–100	20%	20%	14%	#	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	20	32	32	2	0	3
Number Scoring 55–100	18	26	30	#	0	#
Number Scoring 65–100	16	22	28	#	0	#
Number Scoring 85–100	7	5	2	#	0	#
Percentage of Tested Scoring 55–100	90%	81%	94%	#	0%	#
Percentage of Tested Scoring 65–100	80%	69%	88%	#	0%	#
Percentage of Tested Scoring 85–100	35%	16%	6%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		0	21		0	0
Number Scoring 55–100		0	12		0	0
Number Scoring 65–100		0	5		0	0
Number Scoring 85–100		0	1		0	0
Percentage of Tested Scoring 55–100		0%	57%		0%	0%
Percentage of Tested Scoring 65–100		0%	24%		0%	0%
Percentage of Tested Scoring 85–100		0%	5%		0%	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	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	0	7	0	0	0
Number Scoring 55–100	7	0	6	0	0	0
Number Scoring 65–100	7	0	6	0	0	0
Number Scoring 85–100	6	0	1	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	86%	0%	14%	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	18	4	0	0	0	0
Number Scoring 55–100	11	#	0	0	0	0
Number Scoring 65–100	10	#	0	0	0	0
Number Scoring 85–100	4	#	0	0	0	0
Percentage of Tested Scoring 55–100	61%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	56%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	22%	#	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	7	7	0	0	0	0
Number Scoring 55–100	7	6	0	0	0	0
Number Scoring 65–100	7	6	0	0	0	0
Number Scoring 85–100	3	4	0	0	0	0
Percentage of Tested Scoring 55–100	100%	86%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	86%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	57%	0%	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	23	100%	54	98%	31	84%
Students with Disabilities	3	#	0	0%	10	40%

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	17	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	20	0%	0%	80%	20%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	18	6%	44%	50%	0%
	Students with Disabilities	7	0%	100%	0%	0%
	All Students	25	4%	60%	36%	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
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

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	12	12	12	1	1	1	13	13	13
Number Scoring 55–64	#	#	#	#	#	#	2	5	1
Number Scoring 65–84	#	#	#	#	#	#	6	5	7
Number Scoring 85–100	#	#	#	#	#	#	3	1	4
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)