

# New York State District Report Card Comprehensive Information Report

BEDS Code: 41-29-02-06-0000

Name: Whitesboro Central School District

Superintendent: Arnold L. Kaye

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	274	248	283
First	262	285	249
Second	283	276	284
Third	292	294	279
Fourth	323	289	303
Fifth	318	313	297
Sixth	295	321	316
Ungraded Elementary	0	15	3
Seventh	311	313	326
Eighth	330	305	302
Ninth	289	319	305
Tenth	337	296	316
Eleventh	305	328	291
Twelfth	317	288	318
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3936	3890	3872

## 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	23	0.6%	33	0.8%	31	0.8%
Black (Not Hispanic)	28	0.7%	31	0.8%	34	0.9%
Hispanic	12	0.3%	16	0.4%	17	0.4%
White (Not Hispanic)	3873	98.4%	3810	97.9%	3790	97.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	18	20
Common Branch	20	20	20
English Grade 8	21	20	20
Mathematics Grade 8	20	18	23
Science Grade 8	20	19	19
Social Studies Grade 8	21	19	19
English Grade 10	22	22	23
Mathematics Grade 10	23	21	22
Science Grade 10	20	20	23
Social Studies Grade 10	22	20	21

(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	12	0.3%	12	0.3%	44	1.1%
Eligible for Free Lunch	332	8.4%	320	8.2%	393	10.2%

### 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		94.1%		94.3%		94.5%
Student Suspensions	106	2.7%	150	3.8%	125	3.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.4%	3.0%	5.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	295
Total Other Professional Staff	37
Total Paraprofessionals	52
Teaching Out of Certification*	4
Teachers with Temporary Licenses	1

\*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	250	162	65%	244	177	73%	271	187	69%
Students with Disabilities	29	4	14%	13	1	8%	1	0	0%
All Students	279	166	59%	257	178	69%	272	187	69%

\*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	121	132	0	4	14	1
Percent	44%	49%	0%	1%	5%	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)
1	0	2	3

\*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			28		20	
	Entered GED Program*			12		8	
	Total Noncompleters			40		28	
Students with Disabilities	Dropped Out			4		5	
	Entered GED Program*			3		1	
	Total Noncompleters			7		6	
All Students	Dropped Out	22	1.8%	32	2.6%	25	2.0%
	Entered GED Program*	12	1.0%	15	1.2%	9	0.7%
	Total Noncompleters	34	2.7%	47	3.8%	34	2.8%

\*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		773	741
	Number of Students with Disabilities		157	203
	Number of All Students		930	944
	Percent of Enrollment		99%	100%
9-12	Number of General-Education Students		1080	1061
	Number of Students with Disabilities		120	169
	Number of All Students		1200	1230
	Percent of Enrollment		97%	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%	59	95%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	173	89%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	5	100%	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%	12	83%	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%	2	#
Science	3	#	0	0%	0	0%
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	1	#	10	100%
Science	3	#	0	0%	1	#
Reading	5	100%	2	#	0	0%
Writing	5	100%	1	#	0	0%
Global Studies	3	#	7	71%	9	100%
U.S. Hist & Gov't	12	75%	2	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	274	299	269	28	28	31
Number Scoring 55–100	262	265	244	20	15	17
Number Scoring 65–100	235	224	214	10	5	11
Number Scoring 85–100	82	80	85	1	1	1
Percentage of Tested Scoring 55–100	96%	89%	91%	71%	54%	55%
Percentage of Tested Scoring 65–100	86%	75%	80%	36%	18%	35%
Percentage of Tested Scoring 85–100	30%	27%	32%	4%	4%	3%
<b>Mathematics A</b>						
Number Tested	0	73	309	0	21	45
Number Scoring 55–100	0	34	255	0	6	21
Number Scoring 65–100	0	10	237	0	1	20
Number Scoring 85–100	0	1	77	0	0	3
Percentage of Tested Scoring 55–100	0%	47%	83%	0%	29%	47%
Percentage of Tested Scoring 65–100	0%	14%	77%	0%	5%	44%
Percentage of Tested Scoring 85–100	0%	1%	25%	0%	0%	7%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	7	0	0	0
Number Scoring 55–100	0	0	4	0	0	0
Number Scoring 65–100	0	0	2	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	57%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	29%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	328	276	296	32	34	45
Number Scoring 55–100	323	269	275	29	31	36
Number Scoring 65–100	307	254	261	21	25	27
Number Scoring 85–100	165	117	131	2	7	6
Percentage of Tested Scoring 55–100	98%	97%	93%	91%	91%	80%
Percentage of Tested Scoring 65–100	94%	92%	88%	66%	74%	60%
Percentage of Tested Scoring 85–100	50%	42%	44%	6%	21%	13%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	267	294	271	24	22	32
Number Scoring 55–100	253	281	269	16	22	32
Number Scoring 65–100	234	250	267	11	15	32
Number Scoring 85–100	150	107	145	2	2	9
Percentage of Tested Scoring 55–100	95%	96%	99%	67%	100%	100%
Percentage of Tested Scoring 65–100	88%	85%	99%	46%	68%	100%
Percentage of Tested Scoring 85–100	56%	36%	54%	8%	9%	28%

(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	296	245	272	24	34	41
Number Scoring 55–100	292	242	266	22	32	36
Number Scoring 65–100	285	232	253	19	31	28
Number Scoring 85–100	107	94	100	2	6	5
Percentage of Tested Scoring 55–100	99%	99%	98%	92%	94%	88%
Percentage of Tested Scoring 65–100	96%	95%	93%	79%	91%	68%
Percentage of Tested Scoring 85–100	36%	38%	37%	8%	18%	12%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	224	254	223	10	24	11
Number Scoring 55–100	220	247	217	8	23	11
Number Scoring 65–100	210	232	205	7	20	11
Number Scoring 85–100	91	110	88	1	3	3
Percentage of Tested Scoring 55–100	98%	97%	97%	80%	96%	100%
Percentage of Tested Scoring 65–100	94%	91%	92%	70%	83%	100%
Percentage of Tested Scoring 85–100	41%	43%	39%	10%	12%	27%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		213	212		8	11
Number Scoring 55–100		207	205		8	9
Number Scoring 65–100		171	174		2	6
Number Scoring 85–100		34	42		0	0
Percentage of Tested Scoring 55–100		97%	97%		100%	82%
Percentage of Tested Scoring 65–100		80%	82%		25%	55%
Percentage of Tested Scoring 85–100		16%	20%		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	77	58	136	0	1	4
Number Scoring 55–100	77	57	133	0	#	#
Number Scoring 65–100	76	55	131	0	#	#
Number Scoring 85–100	24	21	77	0	#	#
Percentage of Tested Scoring 55–100	100%	98%	98%	0%	#	#
Percentage of Tested Scoring 65–100	99%	95%	96%	0%	#	#
Percentage of Tested Scoring 85–100	31%	36%	57%	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	130	129	333	0	6	3
Number Scoring 55–100	127	127	328	0	6	#
Number Scoring 65–100	125	126	319	0	6	#
Number Scoring 85–100	100	86	220	0	1	#
Percentage of Tested Scoring 55–100	98%	98%	98%	0%	100%	#
Percentage of Tested Scoring 65–100	96%	98%	96%	0%	100%	#
Percentage of Tested Scoring 85–100	77%	67%	66%	0%	17%	#
<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	241	246	3	8	20	1
Number Scoring 55–100	215	221	#	7	14	#
Number Scoring 65–100	198	202	#	5	11	#
Number Scoring 85–100	109	79	#	0	1	#
Percentage of Tested Scoring 55–100	89%	90%	#	88%	70%	#
Percentage of Tested Scoring 65–100	82%	82%	#	62%	55%	#
Percentage of Tested Scoring 85–100	45%	32%	#	0%	5%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	199	216	180	3	4	10
Number Scoring 55–100	181	203	165	#	#	9
Number Scoring 65–100	168	183	150	#	#	8
Number Scoring 85–100	84	102	92	#	#	2
Percentage of Tested Scoring 55–100	91%	94%	92%	#	#	90%
Percentage of Tested Scoring 65–100	84%	85%	83%	#	#	80%
Percentage of Tested Scoring 85–100	42%	47%	51%	#	#	20%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	100	99%	57	100%	97	94%
Students with Disabilities	26	100%	22	95%	26	65%

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	248	1%	3%	58%	38%
	Students with Disabilities	49	2%	8%	73%	16%
	All Students	297	1%	4%	61%	35%

### 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	248	0%	11%	66%	23%
	Students with Disabilities	46	0%	54%	41%	4%
	All Students	294	0%	18%	62%	20%

(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	0	0	0	0	0	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	289	289	289	12	12	12	301	301	301
Number Scoring 55–64	9	23	8	0	1	0	9	24	8
Number Scoring 65–84	110	138	154	5	3	4	115	141	158
Number Scoring 85–100	160	101	112	0	0	1	160	101	113
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)