

New York State School Report Card Comprehensive Information Report

BEDS Code: 57-19-01-04-0004
 Name: Arkport Central School
 Principal: Melody M. Troy

Grade Range : K-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	53	48	43
First	59	55	42
Second	45	57	48
Third	60	49	53
Fourth	42	55	48
Fifth	62	46	59
Sixth	44	64	45
Ungraded Elementary	9	9	16
Seventh	44	47	72
Eighth	38	45	43
Ninth	48	39	40
Tenth	52	49	40
Eleventh	34	50	50
Twelfth	48	29	46
Ungraded Secondary	0	0	0
Total K-12 Enrollment	638	642	645

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	5	0.8%	4	0.6%	2	0.3%
Black (Not Hispanic)	2	0.3%	2	0.3%	2	0.3%
Hispanic	1	0.2%	1	0.2%	2	0.3%
White (Not Hispanic)	630	98.7%	635	98.9%	639	99.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	24	21
Common Branch	21	18	16
English Grade 8	13	22	20
Mathematics Grade 8	12	14	14
Science Grade 8	13	22	22
Social Studies Grade 8	12	22	22
English Grade 10	17	18	14
Mathematics Grade 10	12	14	19
Science Grade 10	18	16	0
Social Studies Grade 10	16	14	14

(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
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	93	14.6%	99	15.4%	100	15.5%

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		96.7%		96.1%		96.5%
Student Suspensions	5	0.8%	6	0.9%	1	0.2%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.3%	8.7%	10.1%
Public Assistance	1-10%	21-30%	11-20%
Student Stability	98%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	51
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	4
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	41	25	61%	25	16	64%	42	19	45%
Students with Disabilities	2	0	0%	2	1	50%	4	0	0%
All Students	43	25	58%	27	17	63%	46	19	41%

*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	20	16	0	4	6	0
Percent	43%	35%	0%	9%	13%	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)
4	0	1	5

*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			7		1	
	Entered GED Program*			1		0	
	Total Noncompleters			8		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	2	1.1%	7	4.2%	1	0.6%
	Entered GED Program*	2	1.1%	1	0.6%	0	0.0%
	Total Noncompleters	4	2.2%	8	4.8%	1	0.6%

*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		83	155
	Number of Students with Disabilities		8	5
	Number of All Students		91	160
	Percent of Enrollment		58%	99%
9-12	Number of General-Education Students		158	168
	Number of Students with Disabilities		9	8
	Number of All Students		167	176
	Percent of Enrollment		100%	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%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	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	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	1	#	1	#	0	0%
Writing	3	#	1	#	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	31	46	52	4	3	1
Number Scoring 55–100	31	45	51	#	#	#
Number Scoring 65–100	29	39	46	#	#	#
Number Scoring 85–100	10	15	23	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	98%	#	#	#
Percentage of Tested Scoring 65–100	94%	85%	88%	#	#	#
Percentage of Tested Scoring 85–100	32%	33%	44%	#	#	#
Mathematics A						
Number Tested	0	3	44	0	0	1
Number Scoring 55–100	0	#	43	0	0	#
Number Scoring 65–100	0	#	42	0	0	#
Number Scoring 85–100	0	#	19	0	0	#
Percentage of Tested Scoring 55–100	0%	#	98%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	#	95%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	#	43%	0%	0%	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	55	53	50	5	1	1
Number Scoring 55–100	55	48	48	5	#	#
Number Scoring 65–100	54	43	43	5	#	#
Number Scoring 85–100	19	10	13	0	#	#
Percentage of Tested Scoring 55–100	100%	91%	96%	100%	#	#
Percentage of Tested Scoring 65–100	98%	81%	86%	100%	#	#
Percentage of Tested Scoring 85–100	35%	19%	26%	0%	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	31	46	58	3	4	0
Number Scoring 55–100	27	43	57	#	#	0
Number Scoring 65–100	24	38	53	#	#	0
Number Scoring 85–100	12	14	23	#	#	0
Percentage of Tested Scoring 55–100	87%	93%	98%	#	#	0%
Percentage of Tested Scoring 65–100	77%	83%	91%	#	#	0%
Percentage of Tested Scoring 85–100	39%	30%	40%	#	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	50	50	40	4	1	1
Number Scoring 55–100	50	49	40	#	#	#
Number Scoring 65–100	46	49	40	#	#	#
Number Scoring 85–100	11	16	11	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 65–100	92%	98%	100%	#	#	#
Percentage of Tested Scoring 85–100	22%	32%	28%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	0	43	39	0	2	3
Number Scoring 55–100	0	43	39	0	#	#
Number Scoring 65–100	0	42	35	0	#	#
Number Scoring 85–100	0	17	16	0	#	#
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	0%	98%	90%	0%	#	#
Percentage of Tested Scoring 85–100	0%	40%	41%	0%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		17	25		0	0
Number Scoring 55–100		15	25		0	0
Number Scoring 65–100		14	24		0	0
Number Scoring 85–100		5	9		0	0
Percentage of Tested Scoring 55–100		88%	100%		0%	0%
Percentage of Tested Scoring 65–100		82%	96%		0%	0%
Percentage of Tested Scoring 85–100		29%	36%		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	1	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 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	11	14	25	0	0	0
Number Scoring 55–100	11	14	25	0	0	0
Number Scoring 65–100	11	14	25	0	0	0
Number Scoring 85–100	9	11	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	82%	79%	52%	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	28	32	5	1	0	0
Number Scoring 55–100	23	25	2	#	0	0
Number Scoring 65–100	23	21	1	#	0	0
Number Scoring 85–100	11	8	0	#	0	0
Percentage of Tested Scoring 55–100	82%	78%	40%	#	0%	0%
Percentage of Tested Scoring 65–100	82%	66%	20%	#	0%	0%
Percentage of Tested Scoring 85–100	39%	25%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	14	17	22	0	1	0
Number Scoring 55–100	13	13	20	0	#	0
Number Scoring 65–100	13	11	19	0	#	0
Number Scoring 85–100	8	3	11	0	#	0
Percentage of Tested Scoring 55–100	93%	76%	91%	0%	#	0%
Percentage of Tested Scoring 65–100	93%	65%	86%	0%	#	0%
Percentage of Tested Scoring 85–100	57%	18%	50%	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	33	100%	16	100%	24	100%
Students with Disabilities	5	100%	1	#	1	#

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	53	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	57	0%	5%	79%	16%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	40	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	42	0%	33%	50%	17%

(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	42	42	42	4	4	4	46	46	46
Number Scoring 55–64	#	#	#	#	#	#	0	1	1
Number Scoring 65–84	#	#	#	#	#	#	26	28	31
Number Scoring 85–100	#	#	#	#	#	#	17	16	13
Approved Alternatives	#	#	#	#	#	#	1	0	0

(Form – K)