

# New York State District Report Card Comprehensive Information Report

BEDS Code: 03-14-01-06-0000

Name: Whitney Point Central School District

Superintendent: Carol A. Eaton

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	32	45	30
Kindergarten	169	146	126
First	132	127	123
Second	108	118	117
Third	149	109	120
Fourth	131	152	111
Fifth	168	143	142
Sixth	168	188	152
Ungraded Elementary	16	17	0
Seventh	177	170	187
Eighth	179	183	157
Ninth	222	198	194
Tenth	169	201	165
Eleventh	121	129	165
Twelfth	133	127	137
Ungraded Secondary	6	6	7
Total K-12 Enrollment	2048	2014	1903

## 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	6	0.3%	2	0.1%	5	0.3%
Black (Not Hispanic)	18	0.9%	24	1.2%	22	1.2%
Hispanic	7	0.3%	1	0.0%	4	0.2%
White (Not Hispanic)	2017	98.5%	1987	98.7%	1872	98.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	15	14
Common Branch	19	19	19
English Grade 8	17	17	16
Mathematics Grade 8	17	18	15
Science Grade 8	17	18	16
Social Studies Grade 8	17	18	16
English Grade 10	19	19	21
Mathematics Grade 10	18	17	15
Science Grade 10	22	22	16
Social Studies Grade 10	20	22	20

(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
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	4	0.2%	4	0.2%	2	0.1%
Eligible for Free Lunch	401	19.6%	545	27.1%	460	24.2%

### 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		93.8%		93.7%		93.3%
Student Suspensions	102	4.9%	92	4.5%	103	5.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.3%	15.7%	15.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	167
Total Other Professional Staff	27
Total Paraprofessionals	37
Teaching Out of Certification*	7
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	98	59	60%	93	60	65%	106	71	67%
Students with Disabilities	12	1	8%	5	0	0%	5	0	0%
All Students	110	60	55%	98	60	61%	111	71	64%

\*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	33	52	1	8	12	5
Percent	30%	47%	1%	7%	11%	5%

## 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)
5	0	4	9

\*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			13		28	
	Entered GED Program*			1		9	
	Total Noncompleters			14		37	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		0	
	Total Noncompleters			0		3	
All Students	Dropped Out	34	5.2%	13	2.0%	31	4.6%
	Entered GED Program*	14	2.2%	1	0.2%	9	1.3%
	Total Noncompleters	48	7.4%	14	2.1%	40	6.0%

\*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	131
	Number of Students with Disabilities		0	14
	Number of All Students		0	145
	Percent of Enrollment		0%	57%
6-8	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%
9-12	Number of General-Education Students		80	80
	Number of Students with Disabilities		40	45
	Number of All Students		120	125
	Percent of Enrollment		18%	19%

## 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	#	6	83%
Science	0	0%	1	#	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	34	68%	24	29%	46	65%
Science	30	63%	29	45%	38	18%
Reading	12	83%	7	43%	19	74%
Writing	10	60%	8	38%	17	29%
Global Studies	10	30%	9	22%	25	24%
U.S. Hist & Gov't	10	50%	4	#	7	29%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	128	130	165	12	9	22
Number Scoring 55–100	113	116	154	7	3	15
Number Scoring 65–100	93	97	137	2	1	11
Number Scoring 85–100	22	29	39	0	0	1
Percentage of Tested Scoring 55–100	88%	89%	93%	58%	33%	68%
Percentage of Tested Scoring 65–100	73%	75%	83%	17%	11%	50%
Percentage of Tested Scoring 85–100	17%	22%	24%	0%	0%	5%
<b>Mathematics A</b>						
Number Tested	0	0	108	0	0	5
Number Scoring 55–100	0	0	100	0	0	2
Number Scoring 65–100	0	0	89	0	0	0
Number Scoring 85–100	0	0	25	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	40%
Percentage of Tested Scoring 65–100	0%	0%	82%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	23%	0%	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	144	169	178	15	12	24
Number Scoring 55–100	142	154	153	13	7	10
Number Scoring 65–100	127	129	134	8	5	8
Number Scoring 85–100	45	27	51	0	0	2
Percentage of Tested Scoring 55–100	99%	91%	86%	87%	58%	42%
Percentage of Tested Scoring 65–100	88%	76%	75%	53%	42%	33%
Percentage of Tested Scoring 85–100	31%	16%	29%	0%	0%	8%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	131	131	175	13	9	22
Number Scoring 55–100	114	125	168	7	7	16
Number Scoring 65–100	91	109	156	2	6	12
Number Scoring 85–100	43	36	69	0	0	0
Percentage of Tested Scoring 55–100	87%	95%	96%	54%	78%	73%
Percentage of Tested Scoring 65–100	69%	83%	89%	15%	67%	55%
Percentage of Tested Scoring 85–100	33%	27%	39%	0%	0%	0%

(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	137	143	121	11	5	5
Number Scoring 55–100	136	143	119	10	5	5
Number Scoring 65–100	123	139	116	0	3	4
Number Scoring 85–100	32	52	38	0	0	0
Percentage of Tested Scoring 55–100	99%	100%	98%	91%	100%	100%
Percentage of Tested Scoring 65–100	90%	97%	96%	0%	60%	80%
Percentage of Tested Scoring 85–100	23%	36%	31%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	152	133	151	7	10	20
Number Scoring 55–100	144	124	135	4	7	14
Number Scoring 65–100	132	113	118	3	1	11
Number Scoring 85–100	56	53	40	0	0	1
Percentage of Tested Scoring 55–100	95%	93%	89%	57%	70%	70%
Percentage of Tested Scoring 65–100	87%	85%	78%	43%	10%	55%
Percentage of Tested Scoring 85–100	37%	40%	26%	0%	0%	5%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		100	151		3	7
Number Scoring 55–100		79	134		#	5
Number Scoring 65–100		48	90		#	1
Number Scoring 85–100		9	15		#	0
Percentage of Tested Scoring 55–100		79%	89%		#	71%
Percentage of Tested Scoring 65–100		48%	60%		#	14%
Percentage of Tested Scoring 85–100		9%	10%		#	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	33	19	40	1	1	2
Number Scoring 55–100	33	18	40	#	#	#
Number Scoring 65–100	30	16	38	#	#	#
Number Scoring 85–100	15	2	20	#	#	#
Percentage of Tested Scoring 55–100	100%	95%	100%	#	#	#
Percentage of Tested Scoring 65–100	91%	84%	95%	#	#	#
Percentage of Tested Scoring 85–100	45%	11%	50%	#	#	#
<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	47	31	59	1	0	0
Number Scoring 55–100	47	31	59	#	0	0
Number Scoring 65–100	47	30	59	#	0	0
Number Scoring 85–100	27	11	26	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	57%	35%	44%	#	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	107	147	22	3	5	1
Number Scoring 55–100	97	130	13	#	3	#
Number Scoring 65–100	88	118	9	#	3	#
Number Scoring 85–100	45	50	1	#	0	#
Percentage of Tested Scoring 55–100	91%	88%	59%	#	60%	#
Percentage of Tested Scoring 65–100	82%	80%	41%	#	60%	#
Percentage of Tested Scoring 85–100	42%	34%	5%	#	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	83	88	84	1	0	4
Number Scoring 55–100	79	82	75	#	0	#
Number Scoring 65–100	76	77	72	#	0	#
Number Scoring 85–100	49	51	38	#	0	#
Percentage of Tested Scoring 55–100	95%	93%	89%	#	0%	#
Percentage of Tested Scoring 65–100	92%	88%	86%	#	0%	#
Percentage of Tested Scoring 85–100	59%	58%	45%	#	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	105	99%	68	99%	66	95%
Students with Disabilities	26	88%	17	53%	36	28%

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	123	4%	11%	76%	9%
	Students with Disabilities	16	38%	44%	19%	0%
	All Students	139	8%	15%	69%	8%

## 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	144	2%	44%	50%	4%
	Students with Disabilities	17	18%	65%	18%	0%
	All Students	161	4%	46%	47%	4%

(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	119	119	119	14	14	14	133	133	133
Number Scoring 55–64	5	7	3	3	0	0	8	7	3
Number Scoring 65–84	67	69	65	5	7	7	72	76	72
Number Scoring 85–100	42	35	45	0	0	0	42	35	45
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)