

New York State School Report Card Comprehensive Information Report

BEDS Code: 03-14-01-06-0004
 Name: Whitney Point Senior High School
 Principal: Frederick Rothman

Grade Range : 9-12

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
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	651	661	668

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	2	0.3%	0	0.0%	2	0.3%
Black (Not Hispanic)	4	0.6%	3	0.5%	5	0.7%
Hispanic	3	0.5%	0	0.0%	0	0.0%
White (Not Hispanic)	642	98.6%	658	99.5%	661	99.0%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
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
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	87	13.4%	143	21.6%	138	20.7%

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		90.9%		91.4%		90.9%
Student Suspensions	35	5.7%	31	4.8%	39	5.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.4%	13.9%	14.5%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	100%	94%	96%

Staff Counts

Staff	2002–2003
Total Teachers	52
Total Other Professional Staff	7
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	98	59	60%	93	60	65%	105	71	68%
Students with Disabilities	12	1	8%	5	0	0%	5	0	0%
All Students	110	60	55%	98	60	61%	110	71	65%

*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	4
Percent	30%	47%	1%	7%	11%	4%

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	2	7

*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		24	
	Entered GED Program*			1		6	
	Total Noncompleters			14		30	
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%	27	4.0%
	Entered GED Program*	14	2.2%	1	0.2%	6	0.9%
	Total Noncompleters	48	7.4%	14	2.1%	33	4.9%

*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		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
Comprehensive English						
Number Tested	128	130	163	12	9	21
Number Scoring 55–100	113	116	152	7	3	14
Number Scoring 65–100	93	97	135	2	1	10
Number Scoring 85–100	22	29	39	0	0	1
Percentage of Tested Scoring 55–100	88%	89%	93%	58%	33%	67%
Percentage of Tested Scoring 65–100	73%	75%	83%	17%	11%	48%
Percentage of Tested Scoring 85–100	17%	22%	24%	0%	0%	5%
Mathematics A						
Number Tested	0	0	107	0	0	4
Number Scoring 55–100	0	0	100	0	0	#
Number Scoring 65–100	0	0	89	0	0	#
Number Scoring 85–100	0	0	25	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	83%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	23%	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	144	169	177	15	12	24
Number Scoring 55–100	142	154	152	13	7	10
Number Scoring 65–100	127	129	133	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%
U.S. History and Government (first administered June 2001)						
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
Living Environment (first administered June 2001)						
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%
Physical Setting/Earth Science (first administered June 2001)						
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%
Physical Setting/Chemistry (first administered June 2002)						
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%
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	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%	#	#	#
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	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%
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	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%	#
Sequential Mathematics, Course III						
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
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	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	117	117	117	9	9	9	126	126	126
Number Scoring 55–64	4	6	3	3	0	0	7	6	3
Number Scoring 65–84	67	69	64	5	7	7	72	76	71
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)