

# 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	2001-02	2002-03	2003-04
Pre-K	45	30	30
Kindergarten	146	126	138
First	127	123	120
Second	118	117	115
Third	109	120	112
Fourth	152	111	124
Fifth	143	142	114
Sixth	188	152	147
Ungraded Elementary	17	0	0
Seventh	170	187	141
Eighth	183	157	183
Ninth	198	194	179
Tenth	201	165	152
Eleventh	129	165	133
Twelfth	127	137	164
Ungraded Secondary	6	7	6
Total K-12 Enrollment	2014	1903	1828

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.1%	5	0.3%	5	0.3%
Black (Not Hispanic)	24	1.2%	22	1.2%	22	1.2%
Hispanic	1	0.0%	4	0.2%	7	0.4%
White (Not Hispanic)	1987	98.7%	1872	98.4%	1794	98.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	15	14	17
Common Branch	19	19	20
English Grade 8	17	16	17
Mathematics Grade 8	18	15	17
Science Grade 8	18	16	18
Social Studies Grade 8	18	16	17
English Grade 10	19	21	21
Mathematics Grade 10	17	15	19
Science Grade 10	22	16	18
Social Studies Grade 10	22	20	22

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	4	0.2%	2	0.1%	3	0.2%
<b>Eligible for Free Lunch</b>	545	27.1%	460	24.2%	489	26.8%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		93.7%		93.3%		94.3%
<b>Student Suspensions</b>	92	4.5%	103	5.1%	78	4.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	15.7%	15.7%	14.6%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	156
Total Other Professional Staff	24
Total Paraprofessionals	32
Teaching Out of Certification*	4

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	93	60	65%	106	71	67%	138	79	57%
Students with Disabilities	5	0	0%	5	0	0%	16	3	19%
All Students	98	60	61%	111	71	64%	154	82	53%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	41	71	3	6	24	9
Percent	27%	46%	2%	4%	16%	6%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
16	3	0	16

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	13		28		13	2.4%
	Entered GED Program*	1		9		8	1.4%
	Total Noncompleters	14		37		21	3.8%
Students with Disabilities	Dropped Out	0		3		3	3.1%
	Entered GED Program*	0		0		4	4.2%
	Total Noncompleters	0		3		7	7.3%
All Students	Dropped Out	13	2.0%	31	4.6%	16	2.5%
	Entered GED Program*	1	0.2%	9	1.3%	12	1.8%
	Total Noncompleters	14	2.1%	40	6.0%	28	4.3%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	131	114
	Number of Students with Disabilities	0	14	0
	Number of All Students	0	145	114
	Percent of Enrollment	0%	57%	48%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	80	80	89
	Number of Students with Disabilities	40	45	49
	Number of All Students	120	125	138
	Percent of Enrollment	18%	19%	22%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	5		
Completed and Passed Regents Exams	5	100%	77%
Completed and had Course Average of 75% or More	5	100%	81%
Completed and Attained a HS Diploma or Equivalent	5	100%	96%
Completed and Whose Status is Known	5		
Completed and Were Successfully Placed	5	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	17	46%	30%
Underrepresented Gender Members Who Completed			19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	6	83%	1	#
Science	1	#	1	#	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	1	#	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	29%	46	65%	30	60%
Science	29	45%	38	18%	28	50%
Reading	7	43%	19	74%	7	0%
Writing	8	38%	17	29%	11	73%
Global Studies	9	22%	25	24%	21	33%
U.S. Hist & Gov't	4	#	7	29%	5	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	130	165	151	9	22	17
Number Scoring 55-100	116	154	143	3	15	11
Number Scoring 65-100	97	137	127	1	11	5
Number Scoring 85-100	29	39	44	0	1	0
Percentage of Tested Scoring 55-100	89%	93%	95%	33%	68%	65%
Percentage of Tested Scoring 65-100	75%	83%	84%	11%	50%	29%
Percentage of Tested Scoring 85-100	22%	24%	29%	0%	5%	0%
<b>Mathematics A</b>						
Number Tested	0	108	131	0	5	15
Number Scoring 55-100	0	100	131	0	2	15
Number Scoring 65-100	0	89	126	0	0	15
Number Scoring 85-100	0	25	34	0	0	1
Percentage of Tested Scoring 55-100	0%	93%	100%	0%	40%	100%
Percentage of Tested Scoring 65-100	0%	82%	96%	0%	0%	100%
Percentage of Tested Scoring 85-100	0%	23%	26%	0%	0%	7%
<b>Mathematics B</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	169	178	169	12	24	21
Number Scoring 55-100	154	153	141	7	10	10
Number Scoring 65-100	129	134	121	5	8	7
Number Scoring 85-100	27	51	41	0	2	0
Percentage of Tested Scoring 55-100	91%	86%	83%	58%	42%	48%
Percentage of Tested Scoring 65-100	76%	75%	72%	42%	33%	33%
Percentage of Tested Scoring 85-100	16%	29%	24%	0%	8%	0%
<b>U.S. History and Government</b>						
Number Tested	131	175	137	9	22	13
Number Scoring 55-100	125	168	125	7	16	7
Number Scoring 65-100	109	156	109	6	12	6
Number Scoring 85-100	36	69	56	0	0	1
Percentage of Tested Scoring 55-100	95%	96%	91%	78%	73%	54%
Percentage of Tested Scoring 65-100	83%	89%	80%	67%	55%	46%
Percentage of Tested Scoring 85-100	27%	39%	41%	0%	0%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	143	121	147	5	5	17
Number Scoring 55-100	143	119	145	5	5	16
Number Scoring 65-100	139	116	139	3	4	14
Number Scoring 85-100	52	38	43	0	0	1
Percentage of Tested Scoring 55-100	100%	98%	99%	100%	100%	94%
Percentage of Tested Scoring 65-100	97%	96%	95%	60%	80%	82%
Percentage of Tested Scoring 85-100	36%	31%	29%	0%	0%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	133	151	135	10	20	12
Number Scoring 55-100	124	135	116	7	14	7
Number Scoring 65-100	113	118	100	1	11	4
Number Scoring 85-100	53	40	34	0	1	0
Percentage of Tested Scoring 55-100	93%	89%	86%	70%	70%	58%
Percentage of Tested Scoring 65-100	85%	78%	74%	10%	55%	33%
Percentage of Tested Scoring 85-100	40%	26%	25%	0%	5%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	100	151	108	3	7	3
Number Scoring 55-100	79	134	106	#	5	#
Number Scoring 65-100	48	90	77	#	1	#
Number Scoring 85-100	9	15	13	#	0	#
Percentage of Tested Scoring 55-100	79%	89%	98%	#	71%	#
Percentage of Tested Scoring 65-100	48%	60%	71%	#	14%	#
Percentage of Tested Scoring 85-100	9%	10%	12%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			2			0
Number Scoring 55-100			#			0
Number Scoring 65-100			#			0
Number Scoring 85-100			#			0
Percentage of Tested Scoring 55-100			#			0%
Percentage of Tested Scoring 65-100			#			0%
Percentage of Tested Scoring 85-100			#			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	19	40	37	1	2	0
Number Scoring 55-100	18	40	36	#	#	0
Number Scoring 65-100	16	38	36	#	#	0
Number Scoring 85-100	2	20	21	#	#	0
Percentage of Tested Scoring 55-100	95%	100%	97%	#	#	0%
Percentage of Tested Scoring 65-100	84%	95%	97%	#	#	0%
Percentage of Tested Scoring 85-100	11%	50%	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	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%
<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	31	59	43	0	0	1
Number Scoring 55-100	31	59	43	0	0	#
Number Scoring 65-100	30	59	43	0	0	#
Number Scoring 85-100	11	26	19	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	97%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	35%	44%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	88	84	7	0	4	1
Number Scoring 55-100	82	75	6	0	#	#
Number Scoring 65-100	77	72	4	0	#	#
Number Scoring 85-100	51	38	1	0	#	#
Percentage of Tested Scoring 55-100	93%	89%	86%	0%	#	#
Percentage of Tested Scoring 65-100	88%	86%	57%	0%	#	#
Percentage of Tested Scoring 85-100	58%	45%	14%	0%	#	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	68	99%	66	95%	7	100%
Students with Disabilities	17	53%	36	28%	10	30%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	98	7%	11%	58%	23%
	Students with Disabilities	16	50%	13%	38%	0%
	All Students	114	13%	11%	55%	20%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	149	3%	65%	31%	1%
	Students with Disabilities	29	41%	59%	0%	0%
	All Students	178	10%	64%	26%	1%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

## 2000 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	154	154	154	20	20	20	174	174	174
Number Scoring 55–64	10	8	2	1	3	2	11	11	4
Number Scoring 65–84	103	70	79	8	9	9	111	79	88
Number Scoring 85–100	30	67	64	1	0	0	31	67	64
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)