

New York State District Report Card

Comprehensive Information Report

BEDS Code: 15-02-03-04-0000
 Name: Crown Point Central School District
 Superintendent: Shari L. Brannock

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	20	20	18
First	24	16	18
Second	23	20	17
Third	16	20	19
Fourth	25	17	19
Fifth	24	26	15
Sixth	38	29	27
Ungraded Elementary	0	0	0
Seventh	28	36	32
Eighth	32	30	33
Ninth	40	34	30
Tenth	24	38	36
Eleventh	31	24	38
Twelfth	24	29	22
Ungraded Secondary	1	0	0
Total K-12 Enrollment	350	339	324

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	3	0.9%	4	1.2%	0	0.0%
Black (Not Hispanic)	0	0.0%	0	0.0%	1	0.3%
Hispanic	0	0.0%	4	1.2%	4	1.2%
White (Not Hispanic)	347	99.1%	331	97.6%	319	98.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	20	16
Common Branch	19	18	19
English Grade 8	12	17	11
Mathematics Grade 8	21	0	13
Science Grade 8	16	30	38
Social Studies Grade 8	0	0	33
English Grade 10	13	18	36
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	36	0

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	2	0.6%	3	0.9%
Eligible for Free Lunch	106	30.3%	123	36.3%	110	34.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.3%		95.0%		94.3%
Student Suspensions	38	10.9%	15	4.3%	8	2.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.4%	6.2%	6.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	30
Total Other Professional Staff	5
Total Paraprofessionals	12
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	24	11	46%	24	15	62%	21	15	71%
Students with Disabilities	0	0	0%	0	0	0%	2	0	0%
All Students	24	11	46%	24	15	62%	23	15	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 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	9	8	2	0	4	0
Percent	39%	35%	9%	0%	17%	0%

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)
2	0	0	2

*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	0		0		0	0.0%
	Entered GED Program*	1		2		0	0.0%
	Total Noncompleters	1		2		0	0.0%
Students with Disabilities	Dropped Out	0		0		1	12.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		1	12.5%
All Students	Dropped Out	0	0.0%	0	0.0%	1	0.9%
	Entered GED Program*	1	0.8%	2	1.6%	0	0.0%
	Total Noncompleters	1	0.8%	2	1.6%	1	0.9%

*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%	42%
2-3	0%	0%	67%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	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%
6-8	Number of General-Education Students	56	62	78
	Number of Students with Disabilities	3	4	14
	Number of All Students	59	66	92
	Percent of Enrollment	60%	69%	100%
9-12	Number of General-Education Students	114	121	118
	Number of Students with Disabilities	5	4	8
	Number of All Students	119	125	126
	Percent of Enrollment	99%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	6		
Completed and Passed Regents Exams	6	100%	77%
Completed and had Course Average of 75% or More	6	100%	81%
Completed and Attained a HS Diploma or Equivalent	6	100%	96%
Completed and Whose Status is Known	6		
Completed and Were Successfully Placed	6	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	7	39%	30%
Underrepresented Gender Members Who Completed	0	.	19%

Enrollment data are for the 2003-2004 school year; completion 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%	25	36%	1	#

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%	1	#	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	7	57%
Science	0	0%	3	#	3	#
Reading	1	#	0	0%	3	#
Writing	1	#	0	0%	2	#
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	28	25	37	0	1	1
Number Scoring 55–100	25	22	34	0	#	#
Number Scoring 65–100	20	17	24	0	#	#
Number Scoring 85–100	6	6	10	0	#	#
Percentage of Tested Scoring 55–100	89%	88%	92%	0%	#	#
Percentage of Tested Scoring 65–100	71%	68%	65%	0%	#	#
Percentage of Tested Scoring 85–100	21%	24%	27%	0%	#	#
Mathematics A						
Number Tested	37	30	26	0	1	1
Number Scoring 55–100	34	27	25	0	#	#
Number Scoring 65–100	27	27	24	0	#	#
Number Scoring 85–100	8	9	8	0	#	#
Percentage of Tested Scoring 55–100	92%	90%	96%	0%	#	#
Percentage of Tested Scoring 65–100	73%	90%	92%	0%	#	#
Percentage of Tested Scoring 85–100	22%	30%	31%	0%	#	#
Mathematics B						
Number Tested	14	0	13	0	0	0
Number Scoring 55–100	11	0	9	0	0	0
Number Scoring 65–100	11	0	8	0	0	0
Number Scoring 85–100	3	0	2	0	0	0
Percentage of Tested Scoring 55–100	79%	0%	69%	0%	0%	0%
Percentage of Tested Scoring 65–100	79%	0%	62%	0%	0%	0%
Percentage of Tested Scoring 85–100	21%	0%	15%	0%	0%	0%
Global History and Geography						
Number Tested	27	37	34	0	2	4
Number Scoring 55–100	26	34	29	0	#	#
Number Scoring 65–100	23	31	21	0	#	#
Number Scoring 85–100	3	11	11	0	#	#
Percentage of Tested Scoring 55–100	96%	92%	85%	0%	#	#
Percentage of Tested Scoring 65–100	85%	84%	62%	0%	#	#
Percentage of Tested Scoring 85–100	11%	30%	32%	0%	#	#
U.S. History and Government						
Number Tested	30	22	36	0	0	1
Number Scoring 55–100	30	21	31	0	0	#
Number Scoring 65–100	30	19	28	0	0	#
Number Scoring 85–100	10	6	12	0	0	#
Percentage of Tested Scoring 55–100	100%	95%	86%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	86%	78%	0%	0%	#
Percentage of Tested Scoring 85–100	33%	27%	33%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	26	37	28	0	3	1
Number Scoring 55–100	26	35	28	0	#	#
Number Scoring 65–100	26	33	21	0	#	#
Number Scoring 85–100	5	9	5	0	#	#
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	89%	75%	0%	#	#
Percentage of Tested Scoring 85–100	19%	24%	18%	0%	#	#
Physical Setting/Earth Science						
Number Tested	37	51	43	4	7	3
Number Scoring 55–100	27	29	32	#	0	#
Number Scoring 65–100	19	23	19	#	0	#
Number Scoring 85–100	3	2	1	#	0	#
Percentage of Tested Scoring 55–100	73%	57%	74%	#	0%	#
Percentage of Tested Scoring 65–100	51%	45%	44%	#	0%	#
Percentage of Tested Scoring 85–100	8%	4%	2%	#	0%	#
Physical Setting/Chemistry						
Number Tested	14	0	20	0	0	0
Number Scoring 55–100	13	0	19	0	0	0
Number Scoring 65–100	8	0	12	0	0	0
Number Scoring 85–100	2	0	2	0	0	0
Percentage of Tested Scoring 55–100	93%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	57%	0%	60%	0%	0%	0%
Percentage of Tested Scoring 85–100	14%	0%	10%	0%	0%	0%
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of Tested Scoring 55–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%
Percentage of Tested Scoring 85–100			0%			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
Comprehensive French						
Number Tested	15	5	0	0	0	0
Number Scoring 55–100	13	5	0	0	0	0
Number Scoring 65–100	9	4	0	0	0	0
Number Scoring 85–100	1	0	0	0	0	0
Percentage of Tested Scoring 55–100	87%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	60%	80%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	7%	0%	0%	0%	0%	0%
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	0	2	46	0	0	0
Number Scoring 55–100	0	#	30	0	0	0
Number Scoring 65–100	0	#	26	0	0	0
Number Scoring 85–100	0	#	12	0	0	0
Percentage of Tested Scoring 55–100	0%	#	65%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	57%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	26%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	0	17	0	0	0	0
Number Scoring 55–100	0	13	0	0	0	0
Number Scoring 65–100	0	13	0	0	0	0
Number Scoring 85–100	0	4	0	0	0	0
Percentage of Tested Scoring 55–100	0%	76%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	76%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	24%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	16	100%	11	100%	9	44%
Students with Disabilities	1	#	3	#	2	#

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
Nov 2003	General-Education Students	12	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	15	27%	7%	53%	13%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	29	14%	69%	17%	0%
	Students with Disabilities	6	17%	83%	0%	0%
	All Students	35	14%	71%	14%	0%

(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
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

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	20	20	20	2	2	2	22	22	22
Number Scoring 55–64	#	#	#	#	#	#	1	1	1
Number Scoring 65–84	#	#	#	#	#	#	16	14	15
Number Scoring 85–100	#	#	#	#	#	#	3	5	5
Approved Alternatives	#	#	#	#	#	#	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
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			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
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			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)