

New York State School Report Card Comprehensive Information Report

BEDS Code: 15-02-03-04-0001
 Name: Crown Point Central School
 Principal: Agatha Mace

Grade Range : K-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	20	18	17
First	16	18	19
Second	20	17	20
Third	20	19	18
Fourth	17	19	21
Fifth	26	15	15
Sixth	29	27	15
Ungraded Elementary	0	0	0
Seventh	36	32	25
Eighth	30	33	27
Ninth	34	30	32
Tenth	38	36	30
Eleventh	24	38	31
Twelfth	29	22	37
Ungraded Secondary	0	0	0
Total K-12 Enrollment	339	324	307

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	1.2%	0	0.0%	2	0.7%
Black (Not Hispanic)	0	0.0%	1	0.3%	1	0.3%
Hispanic	4	1.2%	4	1.2%	3	1.0%
White (Not Hispanic)	331	97.6%	319	98.5%	301	98.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	16	18
Common Branch	18	19	16
English Grade 8	17	11	10
Mathematics Grade 8	0	13	17
Science Grade 8	30	38	30
Social Studies Grade 8	0	33	14
English Grade 10	18	36	17
Mathematics Grade 10	0	0	15
Science Grade 10	0	0	19
Social Studies Grade 10	36	0	17

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.6%	3	0.9%	9	2.9%
Eligible for Free Lunch	123	36.3%	110	34.0%	116	37.8%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.6%		94.5%		94.5%
Student Suspensions	15	4.3%	8	2.4%	16	4.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	6.2%	6.2%	24.4%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	100%	100%	95%

Staff Counts

Staff	2004-05
Total Teachers	30
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	3

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	24	21	30
	Regents Diplomas	15	15	24
	% Regents Diplomas	62%	71%	80%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			37%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	2	1
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0
All Students	Total Graduates*	24	23	31
	Regents Diplomas	15	15	24
	% Regents Diplomas	62%	65%	77%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates	0	0	0

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	16	7	3	2	2	0	0	0
	Percent	53%	23%	10%	7%	7%	0%	0%	0%
Students with Disabilities	Number	1	0	0	0	0	0	0	0
	Percent	100%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	17	7	3	2	2	0	0	0
	Percent	55%	23%	10%	6%	6%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		0	0.0%	3	2.6%
	Entered GED Program*	2		0	0.0%	0	0.0%
	Total Noncompleters	2		0	0.0%	3	2.6%
Students with Disabilities	Dropped Out	0		1	12.5%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		1	12.5%	0	0.0%
All Students	Dropped Out	0	0.0%	1	0.9%	3	2.4%
	Entered GED Program*	2	1.6%	0	0.0%	0	0.0%
	Total Noncompleters	2	1.6%	1	0.9%	3	2.4%

*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	2002-03	2003-04	2004-05
K-1	0%	42%	47%
2-3	0%	67%	100%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	62	78	55
	Number of Students with Disabilities	4	14	12
	Number of All Students	66	92	67
	Percent of Enrollment	69%	100%	100%
9-12	Number of General-Education Students	121	118	124
	Number of Students with Disabilities	4	8	7
	Number of All Students	125	126	131
	Percent of Enrollment	100%	100%	101%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	25	36%	1	#	20	35%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	1	#	1	#	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	1	#
Science	0	0%	0	0%	1	#
Reading	1	#	0	0%	1	#
Writing	0	0%	1	#	1	#
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	2	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	7	57%	0	0%
Science	3	#	3	#	2	#
Reading	0	0%	3	#	2	#
Writing	0	0%	2	#	0	0%
Global Studies	1	#	2	#	1	#
U.S. Hist & Gov't	0	0%	1	#	2	#

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	25	37	37	1	1	2
Number Scoring 55-100	22	34	27	#	#	#
Number Scoring 65-100	17	24	19	#	#	#
Number Scoring 85-100	6	10	3	#	#	#
Percentage of Tested Scoring 55-100	88%	92%	73%	#	#	#
Percentage of Tested Scoring 65-100	68%	65%	51%	#	#	#
Percentage of Tested Scoring 85-100	24%	27%	8%	#	#	#
Mathematics A						
Number Tested	30	26	24	1	1	2
Number Scoring 55-100	27	25	18	#	#	#
Number Scoring 65-100	27	24	15	#	#	#
Number Scoring 85-100	9	8	4	#	#	#
Percentage of Tested Scoring 55-100	90%	96%	75%	#	#	#
Percentage of Tested Scoring 65-100	90%	92%	62%	#	#	#
Percentage of Tested Scoring 85-100	30%	31%	17%	#	#	#
Mathematics B						
Number Tested	0	13	15	0	0	0
Number Scoring 55-100	0	9	10	0	0	0
Number Scoring 65-100	0	8	8	0	0	0
Number Scoring 85-100	0	2	1	0	0	0
Percentage of Tested Scoring 55-100	0%	69%	67%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	62%	53%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	15%	7%	0%	0%	0%
Global History and Geography						
Number Tested	37	34	37	2	4	2
Number Scoring 55-100	34	29	33	#	#	#
Number Scoring 65-100	31	21	22	#	#	#
Number Scoring 85-100	11	11	6	#	#	#
Percentage of Tested Scoring 55-100	92%	85%	89%	#	#	#
Percentage of Tested Scoring 65-100	84%	62%	59%	#	#	#
Percentage of Tested Scoring 85-100	30%	32%	16%	#	#	#
U.S. History and Government						
Number Tested	22	36	34	0	1	2
Number Scoring 55-100	21	31	25	0	#	#
Number Scoring 65-100	19	28	18	0	#	#
Number Scoring 85-100	6	12	8	0	#	#
Percentage of Tested Scoring 55-100	95%	86%	74%	0%	#	#
Percentage of Tested Scoring 65-100	86%	78%	53%	0%	#	#
Percentage of Tested Scoring 85-100	27%	33%	24%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	37	28	34	3	1	3
Number Scoring 55-100	35	28	33	#	#	#
Number Scoring 65-100	33	21	27	#	#	#
Number Scoring 85-100	9	5	4	#	#	#
Percentage of Tested Scoring 55-100	95%	100%	97%	#	#	#
Percentage of Tested Scoring 65-100	89%	75%	79%	#	#	#
Percentage of Tested Scoring 85-100	24%	18%	12%	#	#	#
Physical Setting/Earth Science						
Number Tested	51	43	47	7	3	4
Number Scoring 55-100	29	32	32	0	#	#
Number Scoring 65-100	23	19	22	0	#	#
Number Scoring 85-100	2	1	4	0	#	#
Percentage of Tested Scoring 55-100	57%	74%	68%	0%	#	#
Percentage of Tested Scoring 65-100	45%	44%	47%	0%	#	#
Percentage of Tested Scoring 85-100	4%	2%	9%	0%	#	#
Physical Setting/Chemistry						
Number Tested	0	20	0	0	0	0
Number Scoring 55-100	0	19	0	0	0	0
Number Scoring 65-100	0	12	0	0	0	0
Number Scoring 85-100	0	2	0	0	0	0
Percentage of Tested Scoring 55-100	0%	95%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	60%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	10%	0%	0%	0%	0%
Physical Setting/Physics						
Number Tested		0	15		0	0
Number Scoring 55-100		0	8		0	0
Number Scoring 65-100		0	5		0	0
Number Scoring 85-100		0	0		0	0
Percentage of Tested Scoring 55-100		0%	53%		0%	0%
Percentage of Tested Scoring 65-100		0%	33%		0%	0%
Percentage of Tested Scoring 85-100		0%	0%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	5	0	0	0	0	0
Number Scoring 55-100	5	0	0	0	0	0
Number Scoring 65-100	4	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	80%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	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	2	46	15	0	0	0
Number Scoring 55-100	#	30	13	0	0	0
Number Scoring 65-100	#	26	6	0	0	0
Number Scoring 85-100	#	12	1	0	0	0
Percentage of Tested Scoring 55-100	#	65%	87%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	57%	40%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	26%	7%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	13	8%	15%	46%	31%
	Students with Disabilities	5	60%	0%	20%	20%
	All Students	18	22%	11%	39%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	21	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	24	0%	42%	46%	13%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	33	33	33	2	2	2	35	35	35
Number Scoring 55–64	#	#	#	#	#	#	6	4	3
Number Scoring 65–84	#	#	#	#	#	#	15	16	23
Number Scoring 85–100	#	#	#	#	#	#	12	13	9
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		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)