

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	2002-03	2003-04	2004-05
Pre-K	30	30	32
Kindergarten	126	138	129
First	123	120	120
Second	117	115	103
Third	120	112	112
Fourth	111	124	118
Fifth	142	114	114
Sixth	152	147	114
Ungraded Elementary	0	0	0
Seventh	187	141	145
Eighth	157	183	139
Ninth	194	179	192
Tenth	165	152	149
Eleventh	165	133	129
Twelfth	137	164	133
Ungraded Secondary	7	6	0
Total K-12 Enrollment	1903	1828	1697

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	5	0.3%	5	0.3%	5	0.3%
Black (Not Hispanic)	22	1.2%	22	1.2%	20	1.2%
Hispanic	4	0.2%	7	0.4%	4	0.2%
White (Not Hispanic)	1872	98.4%	1794	98.1%	1668	98.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	14	17	16
Common Branch	19	20	18
English Grade 8	16	17	17
Mathematics Grade 8	15	17	17
Science Grade 8	16	18	17
Social Studies Grade 8	16	17	17
English Grade 10	21	21	19
Mathematics Grade 10	15	19	18
Science Grade 10	16	18	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.1%	3	0.2%	3	0.2%
Eligible for Free Lunch	460	24.2%	489	26.8%	481	28.3%

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		93.3%		94.3%		93.4%
Student Suspensions	103	5.1%	78	4.1%	75	4.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	15.7%	14.6%	14.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	161
Total Other Professional Staff	27
Total Paraprofessionals	36
Teaching Out of Certification*	10

*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*	106	138	116
	Regents Diplomas	71	79	87
	% Regents Diplomas	67%	57%	75%
	Regents Diplomas with Advanced Designation**			50
	% Regents Diplomas with Advanced Designation			43%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	5	16	8
	Regents Diplomas	0	3	3
	% Regents Diplomas	0%	19%	38%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	0	10
All Students	Total Graduates*	111	154	124
	Regents Diplomas	71	82	90
	% Regents Diplomas	64%	53%	73%
	Regents Diplomas with Advanced Designation**			50
	% Regents Diplomas with Advanced Designation			40%
	IEP Diplomas or Local Certificates	4	0	10

* 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	41	47	2	5	17	4	0	0
	Percent	35%	41%	2%	4%	15%	3%	0%	0%
Students with Disabilities	Number	1	5	0	0	2	0	0	0
	Percent	12%	62%	0%	0%	25%	0%	0%	0%
All Students	Number	42	52	2	5	19	4	0	0
	Percent	34%	42%	2%	4%	15%	3%	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	28		13	2.4%	9	1.7%
	Entered GED Program*	9		8	1.4%	6	1.1%
	Total Noncompleters	37		21	3.8%	15	2.8%
Students with Disabilities	Dropped Out	3		3	3.1%	4	4.3%
	Entered GED Program*	0		4	4.2%	1	1.1%
	Total Noncompleters	3		7	7.3%	5	5.4%
All Students	Dropped Out	31	4.6%	16	2.5%	13	2.1%
	Entered GED Program*	9	1.3%	12	1.8%	7	1.1%
	Total Noncompleters	40	6.0%	28	4.3%	20	3.2%

*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%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	131	114	87
	Number of Students with Disabilities	14	0	27
	Number of All Students	145	114	114
	Percent of Enrollment	57%	48%	49%
6-8	Number of General-Education Students	0	0	353
	Number of Students with Disabilities	0	0	45
	Number of All Students	0	0	398
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	80	89	294
	Number of Students with Disabilities	45	49	48
	Number of All Students	125	138	342
	Percent of Enrollment	19%	22%	57%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	40		
Completed and Passed Regents Exams	37	93%	80%
Completed and had Course Average of 75% or More	39	97%	82%
Completed and Attained a HS Diploma or Equivalent	40	100%	96%
Completed and Whose Status is Known	38		
Completed and Were Successfully Placed	38	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	0%	25%
Underrepresented Gender Members Who Completed	8	42%	19%

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	0	0%	0	0%	0	0%

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

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	46	65%	30	60%	26	58%
Science	38	18%	28	50%	25	44%
Reading	19	74%	7	0%	5	100%
Writing	17	29%	11	73%	6	100%
Global Studies	25	24%	21	33%	7	29%
U.S. Hist & Gov't	7	29%	5	0%	8	75%

(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	165	151	134	22	17	11
Number Scoring 55-100	154	143	131	15	11	9
Number Scoring 65-100	137	127	110	11	5	3
Number Scoring 85-100	39	44	32	1	0	0
Percentage of Tested Scoring 55-100	93%	95%	98%	68%	65%	82%
Percentage of Tested Scoring 65-100	83%	84%	82%	50%	29%	27%
Percentage of Tested Scoring 85-100	24%	29%	24%	5%	0%	0%
Mathematics A						
Number Tested	108	131	133	5	15	10
Number Scoring 55-100	100	131	133	2	15	10
Number Scoring 65-100	89	126	124	0	15	5
Number Scoring 85-100	25	34	24	0	1	0
Percentage of Tested Scoring 55-100	93%	100%	100%	40%	100%	100%
Percentage of Tested Scoring 65-100	82%	96%	93%	0%	100%	50%
Percentage of Tested Scoring 85-100	23%	26%	18%	0%	7%	0%
Mathematics B						
Number Tested	0	0	71	0	0	0
Number Scoring 55-100	0	0	69	0	0	0
Number Scoring 65-100	0	0	63	0	0	0
Number Scoring 85-100	0	0	22	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	31%	0%	0%	0%
Global History and Geography						
Number Tested	178	169	164	24	21	18
Number Scoring 55-100	153	141	135	10	10	10
Number Scoring 65-100	134	121	115	8	7	6
Number Scoring 85-100	51	41	25	2	0	0
Percentage of Tested Scoring 55-100	86%	83%	82%	42%	48%	56%
Percentage of Tested Scoring 65-100	75%	72%	70%	33%	33%	33%
Percentage of Tested Scoring 85-100	29%	24%	15%	8%	0%	0%
U.S. History and Government						
Number Tested	175	137	132	22	13	12
Number Scoring 55-100	168	125	104	16	7	4
Number Scoring 65-100	156	109	91	12	6	3
Number Scoring 85-100	69	56	48	0	1	0
Percentage of Tested Scoring 55-100	96%	91%	79%	73%	54%	33%
Percentage of Tested Scoring 65-100	89%	80%	69%	55%	46%	25%
Percentage of Tested Scoring 85-100	39%	41%	36%	0%	8%	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	121	147	138	5	17	12
Number Scoring 55-100	119	145	132	5	16	11
Number Scoring 65-100	116	139	120	4	14	4
Number Scoring 85-100	38	43	32	0	1	0
Percentage of Tested Scoring 55-100	98%	99%	96%	100%	94%	92%
Percentage of Tested Scoring 65-100	96%	95%	87%	80%	82%	33%
Percentage of Tested Scoring 85-100	31%	29%	23%	0%	6%	0%
Physical Setting/Earth Science						
Number Tested	151	135	140	20	12	5
Number Scoring 55-100	135	116	134	14	7	4
Number Scoring 65-100	118	100	110	11	4	2
Number Scoring 85-100	40	34	37	1	0	1
Percentage of Tested Scoring 55-100	89%	86%	96%	70%	58%	80%
Percentage of Tested Scoring 65-100	78%	74%	79%	55%	33%	40%
Percentage of Tested Scoring 85-100	26%	25%	26%	5%	0%	20%
Physical Setting/Chemistry						
Number Tested	151	108	103	7	3	4
Number Scoring 55-100	134	106	90	5	#	#
Number Scoring 65-100	90	77	58	1	#	#
Number Scoring 85-100	15	13	14	0	#	#
Percentage of Tested Scoring 55-100	89%	98%	87%	71%	#	#
Percentage of Tested Scoring 65-100	60%	71%	56%	14%	#	#
Percentage of Tested Scoring 85-100	10%	12%	14%	0%	#	#
Physical Setting/Physics						
Number Tested		2	3		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 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	40	37	37	2	0	1
Number Scoring 55-100	40	36	37	#	0	#
Number Scoring 65-100	38	36	37	#	0	#
Number Scoring 85-100	20	21	21	#	0	#
Percentage of Tested Scoring 55-100	100%	97%	100%	#	0%	#
Percentage of Tested Scoring 65-100	95%	97%	100%	#	0%	#
Percentage of Tested Scoring 85-100	50%	57%	57%	#	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	1	0	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%
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	59	43	45	0	1	0
Number Scoring 55-100	59	43	41	0	#	0
Number Scoring 65-100	59	43	40	0	#	0
Number Scoring 85-100	26	19	20	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	91%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	89%	0%	#	0%
Percentage of Tested Scoring 85-100	44%	44%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	87	2%	6%	63%	29%
	Students with Disabilities	29	34%	14%	48%	3%
	All Students	116	10%	8%	59%	22%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	119	0%	49%	48%	3%
	Students with Disabilities	16	19%	69%	13%	0%
	All Students	135	2%	51%	44%	3%

(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	2	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	111	111	111	22	22	22	133	133	133
Number Scoring 55–64	4	9	1	1	1	1	5	10	2
Number Scoring 65–84	57	44	53	6	4	9	63	48	62
Number Scoring 85–100	45	53	54	1	1	1	46	54	55
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		0	2		0	1
Beginning		0	#		0	#
Intermediate		0	#		0	#
Advanced		0	#		0	#
Proficient		0	#		0	#
Reading and Writing (Grade 2-4)						
Number Tested		0	2		0	1
Beginning		0	#		0	#
Intermediate		0	#		0	#
Advanced		0	#		0	#
Proficient		0	#		0	#
Listening and Speaking (Grade 5-6)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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		0	1		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		0	1		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		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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)