

New York State School Report Card Comprehensive Information Report

BEDS Code: 15-02-03-04-0001
 Name: Crown Point Central School
 Principal: James M. Bier

Grade Range : K-12

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	19	20	20
First	20	24	16
Second	20	23	20
Third	24	16	20
Fourth	23	25	17
Fifth	35	24	26
Sixth	26	38	29
Ungraded Elementary	0	0	0
Seventh	32	28	36
Eighth	36	32	30
Ninth	29	40	34
Tenth	30	24	38
Eleventh	25	31	24
Twelfth	30	24	29
Ungraded Secondary	0	1	0
Total K-12 Enrollment	349	350	339

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	0	0.0%	3	0.9%	4	1.2%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	0	0.0%	0	0.0%	4	1.2%
White (Not Hispanic)	349	100.0%	347	99.1%	331	97.6%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	19	20	20
Common Branch	17	19	18
English Grade 8	17	12	17
Mathematics Grade 8	27	21	0
Science Grade 8	17	16	30
Social Studies Grade 8	18	0	0
English Grade 10	14	13	18
Mathematics Grade 10	13	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	15	0	36

(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. Assessment results and accountability measures for schools in this group are compared with similar 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	2	0.6%
Eligible for Free Lunch	124	35.5%	106	30.3%	123	36.3%

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		95.0%		95.4%		94.6%
Student Suspensions	13	3.5%	38	10.9%	15	4.3%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.9%	5.4%	6.2%
Public Assistance	31-40%	31-40%	41-50%
Student Stability	100%	96%	100%

Staff Counts

Staff	2002–2003
Total Teachers	34
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	26	10	38%	24	11	46%	24	15	62%
Students with Disabilities	0	0	0%	0	0	0%	0	0	0%
All Students	26	10	38%	24	11	46%	24	15	62%

*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	3	4	0	0	8	9
Percent	12%	17%	0%	0%	33%	38%

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)
0	0	0	0

*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			0		0	
	Entered GED Program*			1		2	
	Total Noncompleters			1		2	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	1	0.9%	0	0.0%	0	0.0%
	Entered GED Program*	1	0.9%	1	0.8%	2	1.6%
	Total Noncompleters	2	1.8%	1	0.8%	2	1.6%

*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		56	62
	Number of Students with Disabilities		3	4
	Number of All Students		59	66
	Percent of Enrollment		60%	69%
9-12	Number of General-Education Students		114	121
	Number of Students with Disabilities		5	4
	Number of All Students		119	125
	Percent of Enrollment		99%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	33	94%	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%	25	36%

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%	1	#

(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	#	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	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
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	3	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	27	28	25	0	0	1
Number Scoring 55–100	26	25	22	0	0	#
Number Scoring 65–100	22	20	17	0	0	#
Number Scoring 85–100	7	6	6	0	0	#
Percentage of Tested Scoring 55–100	96%	89%	88%	0%	0%	#
Percentage of Tested Scoring 65–100	81%	71%	68%	0%	0%	#
Percentage of Tested Scoring 85–100	26%	21%	24%	0%	0%	#
Mathematics A						
Number Tested	15	37	30	0	0	1
Number Scoring 55–100	10	34	27	0	0	#
Number Scoring 65–100	6	27	27	0	0	#
Number Scoring 85–100	1	8	9	0	0	#
Percentage of Tested Scoring 55–100	67%	92%	90%	0%	0%	#
Percentage of Tested Scoring 65–100	40%	73%	90%	0%	0%	#
Percentage of Tested Scoring 85–100	7%	22%	30%	0%	0%	#
Mathematics B (first administered June 2001)						
Number Tested	0	14	0	0	0	0
Number Scoring 55–100	0	11	0	0	0	0
Number Scoring 65–100	0	11	0	0	0	0
Number Scoring 85–100	0	3	0	0	0	0
Percentage of Tested Scoring 55–100	0%	79%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	79%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	21%	0%	0%	0%	0%
Global History and Geography						
Number Tested	32	27	37	1	0	2
Number Scoring 55–100	31	26	34	#	0	#
Number Scoring 65–100	26	23	31	#	0	#
Number Scoring 85–100	6	3	11	#	0	#
Percentage of Tested Scoring 55–100	97%	96%	92%	#	0%	#
Percentage of Tested Scoring 65–100	81%	85%	84%	#	0%	#
Percentage of Tested Scoring 85–100	19%	11%	30%	#	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	25	30	22	0	0	0
Number Scoring 55–100	25	30	21	0	0	0
Number Scoring 65–100	25	30	19	0	0	0
Number Scoring 85–100	3	10	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	12%	33%	27%	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	28	26	37	0	0	3
Number Scoring 55–100	27	26	35	0	0	#
Number Scoring 65–100	24	26	33	0	0	#
Number Scoring 85–100	6	5	9	0	0	#
Percentage of Tested Scoring 55–100	96%	100%	95%	0%	0%	#
Percentage of Tested Scoring 65–100	86%	100%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	21%	19%	24%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	37	37	51	0	4	7
Number Scoring 55–100	27	27	29	0	#	0
Number Scoring 65–100	20	19	23	0	#	0
Number Scoring 85–100	4	3	2	0	#	0
Percentage of Tested Scoring 55–100	73%	73%	57%	0%	#	0%
Percentage of Tested Scoring 65–100	54%	51%	45%	0%	#	0%
Percentage of Tested Scoring 85–100	11%	8%	4%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		14	0		0	0
Number Scoring 55–100		13	0		0	0
Number Scoring 65–100		8	0		0	0
Number Scoring 85–100		2	0		0	0
Percentage of Tested Scoring 55–100		93%	0%		0%	0%
Percentage of Tested Scoring 65–100		57%	0%		0%	0%
Percentage of Tested Scoring 85–100		14%	0%		0%	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	15	15	5	0	0	0
Number Scoring 55–100	15	13	5	0	0	0
Number Scoring 65–100	12	9	4	0	0	0
Number Scoring 85–100	3	1	0	0	0	0
Percentage of Tested Scoring 55–100	100%	87%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	60%	80%	0%	0%	0%
Percentage of Tested Scoring 85–100	20%	7%	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	0	2	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 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	125	0	2	0	0	0
Number Scoring 55–100	122	0	#	0	0	0
Number Scoring 65–100	122	0	#	0	0	0
Number Scoring 85–100	116	0	#	0	0	0
Percentage of Tested Scoring 55–100	98%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	93%	0%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	13	0	17	0	0	0
Number Scoring 55–100	7	0	13	0	0	0
Number Scoring 65–100	5	0	13	0	0	0
Number Scoring 85–100	2	0	4	0	0	0
Percentage of Tested Scoring 55–100	54%	0%	76%	0%	0%	0%
Percentage of Tested Scoring 65–100	38%	0%	76%	0%	0%	0%
Percentage of Tested Scoring 85–100	15%	0%	24%	0%	0%	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	23	100%	16	100%	11	100%
Students with Disabilities	1	#	1	#	3	#

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	17	6%	18%	71%	6%
	Students with Disabilities	9	33%	22%	44%	0%
	All Students	26	15%	19%	62%	4%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	29	3%	79%	17%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	29	3%	79%	17%	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	28	28	28	1	1	1	29	29	29
Number Scoring 55–64	#	#	#	#	#	#	3	1	2
Number Scoring 65–84	#	#	#	#	#	#	21	17	21
Number Scoring 85–100	#	#	#	#	#	#	5	9	5
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)