

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 40-10-01-06-0001  
 Name: Starpoint High School  
 Principal: Gil Licata

Grade Range : 9-12

### Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	270	0	0
Eighth	233	0	0
Ninth	251	252	273
Tenth	206	231	231
Eleventh	204	199	225
Twelfth	202	198	195
Ungraded Secondary	0	19	21
Total K-12 Enrollment	1366	899	945

### 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	0.4%	6	0.7%	3	0.3%
Black (Not Hispanic)	7	0.5%	9	1.0%	7	0.7%
Hispanic	8	0.6%	4	0.4%	3	0.3%
White (Not Hispanic)	1346	98.5%	880	97.9%	932	98.6%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	0	0
Mathematics Grade 8	23	0	0
Science Grade 8	26	0	0
Social Studies Grade 8	23	0	0
English Grade 10	27	26	22
Mathematics Grade 10	22	23	23
Science Grade 10	23	24	23
Social Studies Grade 10	23	24	23

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

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>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.2%	1	0.1%	2	0.2%
<b>Eligible for Free Lunch</b>	36	2.6%	36	4.0%	29	3.1%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</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>		95.3%		96.1%		96.0%
<b>Student Suspensions</b>	121	9.4%	31	2.3%	35	3.9%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	3.6%	3.6%	4.7%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	98%	96%	98%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	63
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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*	179	166	193
	Regents Diplomas	153	134	174
	% Regents Diplomas	85%	81%	90%
	Regents Diplomas with Advanced Designation**			82
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	2	13	4
	Regents Diplomas	0	5	1
	% Regents Diplomas	0%	38%	25%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	1	6
All Students	Total Graduates*	181	179	197
	Regents Diplomas	153	139	175
	% Regents Diplomas	85%	78%	89%
	Regents Diplomas with Advanced Designation**			82
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates	0	1	6

\* 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	76	91	4	4	13	0	1	4
	Percent	39%	47%	2%	2%	7%	0%	1%	2%
Students with Disabilities	Number	0	2	0	0	0	0	0	2
	Percent	0%	50%	0%	0%	0%	0%	0%	50%
All Students	Number	76	93	4	4	13	0	1	6
	Percent	39%	47%	2%	2%	7%	0%	1%	3%

## 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	18		7	0.9%	18	2.2%
	Entered GED Program*	4		1	0.1%	0	0.0%
	Total Noncompleters	22		8	1.0%	18	2.2%
Students with Disabilities	Dropped Out	2		0	0.0%	4	4.3%
	Entered GED Program*	3		3	2.8%	0	0.0%
	Total Noncompleters	5		3	2.8%	4	4.3%
All Students	Dropped Out	20	2.3%	7	0.8%	22	2.4%
	Entered GED Program*	7	0.8%	4	0.4%	0	0.0%
	Total Noncompleters	27	3.1%	11	1.2%	22	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
<b>K-1</b>	0%	0%	0%
<b>2-3</b>	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	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%
<b>6-8</b>	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%
<b>9-12</b>	Number of General-Education Students	0	847	835
	Number of Students with Disabilities	0	2	110
	Number of All Students	0	849	945
	Percent of Enrollment	0%	94%	100%

(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	48	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	150	97%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	9	78%	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	0	0%	1	#	1	#
Science	0	0%	1	#	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	2	#
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	1	#	5	100%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	15	93%	3	#
Science	13	46%	18	78%	3	#
Reading	5	100%	6	83%	3	#
Writing	4	#	7	71%	3	#
Global Studies	12	58%	18	56%	9	22%
U.S. Hist & Gov't	0	0%	3	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	220	214	227	19	18	22
Number Scoring 55-100	210	207	225	16	13	21
Number Scoring 65-100	191	198	212	14	11	14
Number Scoring 85-100	68	103	67	0	1	1
Percentage of Tested Scoring 55-100	95%	97%	99%	84%	72%	95%
Percentage of Tested Scoring 65-100	87%	93%	93%	74%	61%	64%
Percentage of Tested Scoring 85-100	31%	48%	30%	0%	6%	5%
<b>Mathematics A</b>						
Number Tested	271	238	298	22	30	38
Number Scoring 55-100	233	227	278	13	22	28
Number Scoring 65-100	196	205	248	8	13	22
Number Scoring 85-100	37	56	70	1	0	2
Percentage of Tested Scoring 55-100	86%	95%	93%	59%	73%	74%
Percentage of Tested Scoring 65-100	72%	86%	83%	36%	43%	58%
Percentage of Tested Scoring 85-100	14%	24%	23%	5%	0%	5%
<b>Mathematics B</b>						
Number Tested	0	99	137	0	0	0
Number Scoring 55-100	0	94	113	0	0	0
Number Scoring 65-100	0	77	98	0	0	0
Number Scoring 85-100	0	26	24	0	0	0
Percentage of Tested Scoring 55-100	0%	95%	82%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	78%	72%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	26%	18%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	228	267	242	18	26	26
Number Scoring 55-100	210	250	225	10	19	19
Number Scoring 65-100	179	234	208	8	14	12
Number Scoring 85-100	62	84	79	1	1	1
Percentage of Tested Scoring 55-100	92%	94%	93%	56%	73%	73%
Percentage of Tested Scoring 65-100	79%	88%	86%	44%	54%	46%
Percentage of Tested Scoring 85-100	27%	31%	33%	6%	4%	4%
<b>U.S. History and Government</b>						
Number Tested	210	202	225	20	18	20
Number Scoring 55-100	208	196	218	19	16	17
Number Scoring 65-100	200	186	210	19	11	16
Number Scoring 85-100	86	95	111	1	4	6
Percentage of Tested Scoring 55-100	99%	97%	97%	95%	89%	85%
Percentage of Tested Scoring 65-100	95%	92%	93%	95%	61%	80%
Percentage of Tested Scoring 85-100	41%	47%	49%	5%	22%	30%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	205	222	217	12	22	19
Number Scoring 55-100	205	219	216	12	21	19
Number Scoring 65-100	204	219	208	12	21	15
Number Scoring 85-100	66	67	72	1	1	0
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	95%	100%
Percentage of Tested Scoring 65-100	100%	99%	96%	100%	95%	79%
Percentage of Tested Scoring 85-100	32%	30%	33%	8%	5%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	210	202	247	15	29	31
Number Scoring 55-100	202	192	230	15	24	25
Number Scoring 65-100	194	171	213	14	19	23
Number Scoring 85-100	65	33	79	3	1	5
Percentage of Tested Scoring 55-100	96%	95%	93%	100%	83%	81%
Percentage of Tested Scoring 65-100	92%	85%	86%	93%	66%	74%
Percentage of Tested Scoring 85-100	31%	16%	32%	20%	3%	16%
<b>Physical Setting/Chemistry</b>						
Number Tested	114	91	139	0	0	0
Number Scoring 55-100	112	88	132	0	0	0
Number Scoring 65-100	101	74	118	0	0	0
Number Scoring 85-100	22	16	23	0	0	0
Percentage of Tested Scoring 55-100	98%	97%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	81%	85%	0%	0%	0%
Percentage of Tested Scoring 85-100	19%	18%	17%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		57	48		0	0
Number Scoring 55-100		57	48		0	0
Number Scoring 65-100		54	45		0	0
Number Scoring 85-100		17	22		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		95%	94%		0%	0%
Percentage of Tested Scoring 85-100		30%	46%		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
<b>Comprehensive French</b>						
Number Tested	43	44	37	1	0	1
Number Scoring 55-100	43	44	37	#	0	#
Number Scoring 65-100	39	42	34	#	0	#
Number Scoring 85-100	15	27	20	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	91%	95%	92%	#	0%	#
Percentage of Tested Scoring 85-100	35%	61%	54%	#	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	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 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	113	125	129	0	2	1
Number Scoring 55-100	113	121	126	0	#	#
Number Scoring 65-100	112	119	125	0	#	#
Number Scoring 85-100	62	58	64	0	#	#
Percentage of Tested Scoring 55-100	100%	97%	98%	0%	#	#
Percentage of Tested Scoring 65-100	99%	95%	97%	0%	#	#
Percentage of Tested Scoring 85-100	55%	46%	50%	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)



# New York State Alternate Assessments (NYSAA) 2004–05

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	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	186	186	186	8	8	8	194	194	194
Number Scoring 55–64	2	2	0	1	0	0	3	2	0
Number Scoring 65–84	118	88	106	2	3	4	120	91	110
Number Scoring 85–100	60	92	80	0	1	0	60	93	80
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)