

New York State School Report Card Comprehensive Information Report

BEDS Code: 40-10-01-06-0001

Grade Range : 7-12

Name: Starpoint High School

Principal: Gil Licata

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	222	226	270
Eighth	213	232	233
Ninth	223	218	251
Tenth	222	217	206
Eleventh	190	211	204
Twelfth	188	182	202
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1258	1286	1366

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	5	0.4%	4	0.3%	5	0.4%
Black (Not Hispanic)	8	0.6%	6	0.5%	7	0.5%
Hispanic	4	0.3%	5	0.4%	8	0.6%
White (Not Hispanic)	1241	98.6%	1271	98.8%	1346	98.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	24	23
Mathematics Grade 8	23	24	23
Science Grade 8	24	25	26
Social Studies Grade 8	21	24	23
English Grade 10	25	23	27
Mathematics Grade 10	22	20	22
Science Grade 10	25	14	23
Social Studies Grade 10	25	23	23

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.1%	2	0.2%
Eligible for Free Lunch	71	5.6%	55	4.3%	36	2.6%

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		92.3%		95.4%		95.3%
Student Suspensions	44	3.6%	66	5.2%	121	9.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.9%	4.7%	3.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	96%	98%

Staff Counts

Staff	2002–2003
Total Teachers	92
Total Other Professional Staff	10
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	155	118	76%	141	109	77%	179	153	85%
Students with Disabilities	7	0	0%	10	1	10%	2	0	0%
All Students	162	118	73%	151	110	73%	181	153	85%

*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	96	64	0	4	7	10
Percent	53%	35%	0%	2%	4%	6%

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)
2	0	0	2

*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			19		18	
	Entered GED Program*			3		4	
	Total Noncompleters			22		22	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			2		3	
	Total Noncompleters			4		5	
All Students	Dropped Out	26	3.2%	21	2.5%	20	2.3%
	Entered GED Program*	9	1.1%	5	0.6%	7	0.8%
	Total Noncompleters	35	4.3%	26	3.1%	27	3.1%

*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		205	0
	Number of Students with Disabilities		0	0
	Number of All Students		205	0
	Percent of Enrollment		0%	0%
6–8	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%
9–12	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%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	55	96%	57	98%	48	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	127	92%	147	87%	150	97%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%	9	78%

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

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	11	100%	7	100%
Science	5	60%	10	40%	13	46%
Reading	0	0%	0	0%	5	100%
Writing	0	0%	0	0%	4	#
Global Studies	2	#	9	89%	12	58%
U.S. Hist & Gov't	1	#	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	161	210	220	9	16	19
Number Scoring 55–100	157	202	210	8	14	16
Number Scoring 65–100	145	167	191	5	10	14
Number Scoring 85–100	34	69	68	0	1	0
Percentage of Tested Scoring 55–100	98%	96%	95%	89%	88%	84%
Percentage of Tested Scoring 65–100	90%	80%	87%	56%	62%	74%
Percentage of Tested Scoring 85–100	21%	33%	31%	0%	6%	0%
Mathematics A						
Number Tested	75	220	271	13	18	22
Number Scoring 55–100	24	172	233	0	4	13
Number Scoring 65–100	11	142	196	0	2	8
Number Scoring 85–100	0	53	37	0	1	1
Percentage of Tested Scoring 55–100	32%	78%	86%	0%	22%	59%
Percentage of Tested Scoring 65–100	15%	65%	72%	0%	11%	36%
Percentage of Tested Scoring 85–100	0%	24%	14%	0%	6%	5%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	228	204	228	21	14	18
Number Scoring 55–100	218	191	210	18	11	10
Number Scoring 65–100	201	174	179	15	6	8
Number Scoring 85–100	73	52	62	1	0	1
Percentage of Tested Scoring 55–100	96%	94%	92%	86%	79%	56%
Percentage of Tested Scoring 65–100	88%	85%	79%	71%	43%	44%
Percentage of Tested Scoring 85–100	32%	25%	27%	5%	0%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	157	217	210	8	16	20
Number Scoring 55–100	148	211	208	6	15	19
Number Scoring 65–100	131	184	200	3	9	19
Number Scoring 85–100	57	47	86	0	0	1
Percentage of Tested Scoring 55–100	94%	97%	99%	75%	94%	95%
Percentage of Tested Scoring 65–100	83%	85%	95%	38%	56%	95%
Percentage of Tested Scoring 85–100	36%	22%	41%	0%	0%	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	198	191	205	17	9	12
Number Scoring 55–100	191	191	205	17	9	12
Number Scoring 65–100	189	190	204	16	9	12
Number Scoring 85–100	27	72	66	0	0	1
Percentage of Tested Scoring 55–100	96%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	95%	99%	100%	94%	100%	100%
Percentage of Tested Scoring 85–100	14%	38%	32%	0%	0%	8%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	166	171	210	14	8	15
Number Scoring 55–100	163	167	202	14	8	15
Number Scoring 65–100	149	151	194	14	6	14
Number Scoring 85–100	52	52	65	3	0	3
Percentage of Tested Scoring 55–100	98%	98%	96%	100%	100%	100%
Percentage of Tested Scoring 65–100	90%	88%	92%	100%	75%	93%
Percentage of Tested Scoring 85–100	31%	30%	31%	21%	0%	20%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		127	114		1	0
Number Scoring 55–100		125	112		#	0
Number Scoring 65–100		104	101		#	0
Number Scoring 85–100		9	22		#	0
Percentage of Tested Scoring 55–100		98%	98%		#	0%
Percentage of Tested Scoring 65–100		82%	89%		#	0%
Percentage of Tested Scoring 85–100		7%	19%		#	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	39	35	43	2	0	1
Number Scoring 55–100	39	34	43	#	0	#
Number Scoring 65–100	39	32	39	#	0	#
Number Scoring 85–100	21	15	15	#	0	#
Percentage of Tested Scoring 55–100	100%	97%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	91%	91%	#	0%	#
Percentage of Tested Scoring 85–100	54%	43%	35%	#	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	95	107	113	1	1	0
Number Scoring 55–100	94	107	113	#	#	0
Number Scoring 65–100	93	104	112	#	#	0
Number Scoring 85–100	59	57	62	#	#	0
Percentage of Tested Scoring 55–100	99%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	98%	97%	99%	#	#	0%
Percentage of Tested Scoring 85–100	62%	53%	55%	#	#	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	12	176	4	1	9	0
Number Scoring 55–100	12	136	#	#	2	0
Number Scoring 65–100	10	112	#	#	1	0
Number Scoring 85–100	4	46	#	#	0	0
Percentage of Tested Scoring 55–100	100%	77%	#	#	22%	0%
Percentage of Tested Scoring 65–100	83%	64%	#	#	11%	0%
Percentage of Tested Scoring 85–100	33%	26%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	110	112	103	0	1	0
Number Scoring 55–100	104	108	94	0	#	0
Number Scoring 65–100	99	105	90	0	#	0
Number Scoring 85–100	59	63	41	0	#	0
Percentage of Tested Scoring 55–100	95%	96%	91%	0%	#	0%
Percentage of Tested Scoring 65–100	90%	94%	87%	0%	#	0%
Percentage of Tested Scoring 85–100	54%	56%	40%	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	70	93%	59	98%	73	97%
Students with Disabilities	18	89%	20	85%	15	87%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	198	1%	11%	74%	15%
	Students with Disabilities	29	14%	55%	31%	0%
	All Students	227	2%	17%	68%	13%

(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	180	180	180	19	19	19	199	199	199
Number Scoring 55–64	5	11	2	1	3	0	6	14	2
Number Scoring 65–84	102	119	103	12	13	14	114	132	117
Number Scoring 85–100	70	46	74	0	0	0	70	46	74
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)