

# New York State School Report Card Comprehensive Information Report

BEDS Code: 09-12-00-01-0006

Grade Range : 9-12

Name: Plattsburgh Senior High School

Principal: Thomas E. Glasgow

## 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	0	0	0
Eighth	0	0	0
Ninth	169	159	176
Tenth	163	168	171
Eleventh	166	153	181
Twelfth	188	175	156
Ungraded Secondary	44	47	50
Total K-12 Enrollment	730	702	734

## 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	3	0.4%	11	1.6%	18	2.5%
Black (Not Hispanic)	13	1.8%	21	3.0%	27	3.7%
Hispanic	2	0.3%	10	1.4%	14	1.9%
White (Not Hispanic)	712	97.5%	660	94.0%	675	92.0%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	18	22
Mathematics Grade 10	27	23	24
Science Grade 10	18	22	22
Social Studies Grade 10	20	17	23

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
43	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. 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>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	145	19.9%	113	16.1%	111	15.1%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		94.1%		91.3%		91.8%
<b>Student Suspensions</b>	53	7.6%	52	7.1%	54	7.7%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	3.0%	5.3%	4.8%
<b>Public Assistance</b>	21-30%	11-20%	11-20%
<b>Student Stability</b>	88%	92%	92%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	64
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	1

\*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	147	93	63%	138	82	59%	122	61	50%
Students with Disabilities	16	0	0%	17	0	0%	14	1	7%
All Students	163	93	57%	155	82	53%	136	62	46%

\*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	79	33	0	7	4	13
Percent	58%	24%	0%	5%	3%	10%

## 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)
14	1	4	18

\*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			34		24	
	Entered GED Program*			2		1	
	Total Noncompleters			36		25	
Students with Disabilities	Dropped Out			6		2	
	Entered GED Program*			0		2	
	Total Noncompleters			6		4	
All Students	Dropped Out	28	3.8%	40	5.7%	26	3.5%
	Entered GED Program*	19	2.6%	2	0.3%	3	0.4%
	Total Noncompleters	47	6.4%	42	6.0%	29	4.0%

\*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		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	0	0%	1	#	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	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%	0	0%

(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	8	88%	1	#	1	#
Science	3	#	0	0%	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	86%	21	90%	18	94%
Science	15	67%	15	7%	3	#
Reading	17	100%	0	0%	8	100%
Writing	18	89%	13	100%	9	78%
Global Studies	1	#	4	#	9	56%
U.S. Hist & Gov't	10	40%	3	#	6	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	193	148	169	22	19	23
Number Scoring 55–100	173	132	145	9	12	10
Number Scoring 65–100	147	113	132	2	6	6
Number Scoring 85–100	34	31	37	0	0	0
Percentage of Tested Scoring 55–100	90%	89%	86%	41%	63%	43%
Percentage of Tested Scoring 65–100	76%	76%	78%	9%	32%	26%
Percentage of Tested Scoring 85–100	18%	21%	22%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	67	192	0	13	16
Number Scoring 55–100	0	26	169	0	4	12
Number Scoring 65–100	0	12	149	0	1	11
Number Scoring 85–100	0	2	38	0	0	2
Percentage of Tested Scoring 55–100	0%	39%	88%	0%	31%	75%
Percentage of Tested Scoring 65–100	0%	18%	78%	0%	8%	69%
Percentage of Tested Scoring 85–100	0%	3%	20%	0%	0%	12%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	162	177	190	18	22	20
Number Scoring 55–100	159	163	167	18	18	15
Number Scoring 65–100	143	148	154	14	16	10
Number Scoring 85–100	47	35	56	1	1	0
Percentage of Tested Scoring 55–100	98%	92%	88%	100%	82%	75%
Percentage of Tested Scoring 65–100	88%	84%	81%	78%	73%	50%
Percentage of Tested Scoring 85–100	29%	20%	29%	6%	5%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	161	154	168	18	20	26
Number Scoring 55–100	140	145	162	8	16	23
Number Scoring 65–100	137	128	156	7	13	20
Number Scoring 85–100	86	46	73	3	0	4
Percentage of Tested Scoring 55–100	87%	94%	96%	44%	80%	88%
Percentage of Tested Scoring 65–100	85%	83%	93%	39%	65%	77%
Percentage of Tested Scoring 85–100	53%	30%	43%	17%	0%	15%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	147	161	182	16	18	18
Number Scoring 55–100	147	159	179	16	17	16
Number Scoring 65–100	143	151	171	14	17	14
Number Scoring 85–100	51	51	66	0	2	2
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	94%	89%
Percentage of Tested Scoring 65–100	97%	94%	94%	88%	94%	78%
Percentage of Tested Scoring 85–100	35%	32%	36%	0%	11%	11%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	129	140	188	18	2	30
Number Scoring 55–100	121	134	182	18	#	28
Number Scoring 65–100	103	129	177	12	#	26
Number Scoring 85–100	39	59	101	0	#	8
Percentage of Tested Scoring 55–100	94%	96%	97%	100%	#	93%
Percentage of Tested Scoring 65–100	80%	92%	94%	67%	#	87%
Percentage of Tested Scoring 85–100	30%	42%	54%	0%	#	27%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		102	120		2	5
Number Scoring 55–100		96	119		#	5
Number Scoring 65–100		72	79		#	4
Number Scoring 85–100		13	15		#	0
Percentage of Tested Scoring 55–100		94%	99%		#	100%
Percentage of Tested Scoring 65–100		71%	66%		#	80%
Percentage of Tested Scoring 85–100		13%	12%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	70	68	63	0	0	1
Number Scoring 55–100	70	67	63	0	0	#
Number Scoring 65–100	67	62	63	0	0	#
Number Scoring 85–100	28	27	51	0	0	#
Percentage of Tested Scoring 55–100	100%	99%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	96%	91%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	40%	40%	81%	0%	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	54	59	71	0	1	3
Number Scoring 55–100	54	59	66	0	#	#
Number Scoring 65–100	52	59	64	0	#	#
Number Scoring 85–100	28	31	36	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	93%	0%	#	#
Percentage of Tested Scoring 65–100	96%	100%	90%	0%	#	#
Percentage of Tested Scoring 85–100	52%	53%	51%	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)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	143	144	30	10	5	0
Number Scoring 55–100	113	115	21	5	1	0
Number Scoring 65–100	86	94	16	2	1	0
Number Scoring 85–100	49	40	2	1	1	0
Percentage of Tested Scoring 55–100	79%	80%	70%	50%	20%	0%
Percentage of Tested Scoring 65–100	60%	65%	53%	20%	20%	0%
Percentage of Tested Scoring 85–100	34%	28%	7%	10%	20%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	113	97	106	0	5	1
Number Scoring 55–100	92	82	85	0	3	#
Number Scoring 65–100	77	71	74	0	2	#
Number Scoring 85–100	31	37	27	0	0	#
Percentage of Tested Scoring 55–100	81%	85%	80%	0%	60%	#
Percentage of Tested Scoring 65–100	68%	73%	70%	0%	40%	#
Percentage of Tested Scoring 85–100	27%	38%	25%	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	32	100%	19	95%	18	100%
Students with Disabilities	7	100%	10	90%	9	56%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	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
<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

## 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	141	141	141	17	17	17	158	158	158
Number Scoring 55–64	9	8	5	2	1	0	11	9	5
Number Scoring 65–84	79	69	65	12	11	10	91	80	75
Number Scoring 85–100	41	46	62	0	0	2	41	46	64
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)