

New York State School Report Card

Comprehensive Information Report

BEDS Code: 09-12-00-01-0006
 Name: Plattsburgh Senior High School
 Principal: Stephen Hoyt

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	159	176	150
Tenth	168	171	170
Eleventh	153	181	178
Twelfth	175	156	173
Ungraded Secondary	47	50	62
Total K-12 Enrollment	702	734	733

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	11	1.6%	18	2.5%	18	2.5%
Black (Not Hispanic)	21	3.0%	27	3.7%	31	4.2%
Hispanic	10	1.4%	14	1.9%	13	1.8%
White (Not Hispanic)	660	94.0%	675	92.0%	671	91.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	18	22	21
Mathematics Grade 10	23	24	17
Science Grade 10	22	22	19
Social Studies Grade 10	17	23	16

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	6	0.8%
Eligible for Free Lunch	113	16.1%	111	15.1%	104	14.2%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.3%		91.8%		92.5%
Student Suspensions	52	7.1%	54	7.7%	70	9.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.3%	4.8%	5.1%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	92%	92%	93%

Staff Counts

Staff	2003-04
Total Teachers	64
Total Other Professional Staff	8
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 Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	138	82	59%	122	61	50%	129	75	58%
Students with Disabilities	17	0	0%	14	1	7%	17	3	18%
All Students	155	82	53%	136	62	46%	146	78	53%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	79	53	1	2	6	5
Percent	54%	36%	1%	1%	4%	3%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
17	3	1	18

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	34		24		11	1.7%
	Entered GED Program*	2		1		15	2.3%
	Total Noncompleters	36		25		26	4.0%
Students with Disabilities	Dropped Out	6		2		3	3.3%
	Entered GED Program*	0		2		4	4.4%
	Total Noncompleters	6		4		7	7.8%
All Students	Dropped Out	40	5.7%	26	3.5%	14	1.9%
	Entered GED Program*	2	0.3%	3	0.4%	19	2.6%
	Total Noncompleters	42	6.0%	29	4.0%	33	4.5%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	0	0%	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	11	82%
Science	0	0%	1	#	20	90%
Reading	0	0%	1	#	3	#
Writing	0	0%	1	#	3	#
Global Studies	0	0%	2	#	6	50%
U.S. Hist & Gov't	0	0%	1	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	90%	18	94%	28	79%
Science	15	7%	3	#	8	88%
Reading	0	0%	8	100%	26	96%
Writing	13	100%	9	78%	28	89%
Global Studies	4	#	9	56%	6	50%
U.S. Hist & Gov't	3	#	6	50%	8	25%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	148	169	168	19	23	5
Number Scoring 55–100	132	145	156	12	10	2
Number Scoring 65–100	113	132	142	6	6	2
Number Scoring 85–100	31	37	48	0	0	0
Percentage of Tested Scoring 55–100	89%	86%	93%	63%	43%	40%
Percentage of Tested Scoring 65–100	76%	78%	85%	32%	26%	40%
Percentage of Tested Scoring 85–100	21%	22%	29%	0%	0%	0%
Mathematics A						
Number Tested	67	192	174	13	16	19
Number Scoring 55–100	26	169	169	4	12	15
Number Scoring 65–100	12	149	156	1	11	12
Number Scoring 85–100	2	38	34	0	2	2
Percentage of Tested Scoring 55–100	39%	88%	97%	31%	75%	79%
Percentage of Tested Scoring 65–100	18%	78%	90%	8%	69%	63%
Percentage of Tested Scoring 85–100	3%	20%	20%	0%	12%	11%
Mathematics B						
Number Tested	0	0	110	0	0	2
Number Scoring 55–100	0	0	64	0	0	#
Number Scoring 65–100	0	0	44	0	0	#
Number Scoring 85–100	0	0	9	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	58%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	40%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	8%	0%	0%	#
Global History and Geography						
Number Tested	177	190	187	22	20	25
Number Scoring 55–100	163	167	177	18	15	23
Number Scoring 65–100	148	154	163	16	10	19
Number Scoring 85–100	35	56	74	1	0	4
Percentage of Tested Scoring 55–100	92%	88%	95%	82%	75%	92%
Percentage of Tested Scoring 65–100	84%	81%	87%	73%	50%	76%
Percentage of Tested Scoring 85–100	20%	29%	40%	5%	0%	16%
U.S. History and Government						
Number Tested	154	168	159	20	26	4
Number Scoring 55–100	145	162	156	16	23	#
Number Scoring 65–100	128	156	153	13	20	#
Number Scoring 85–100	46	73	97	0	4	#
Percentage of Tested Scoring 55–100	94%	96%	98%	80%	88%	#
Percentage of Tested Scoring 65–100	83%	93%	96%	65%	77%	#
Percentage of Tested Scoring 85–100	30%	43%	61%	0%	15%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	161	182	159	18	18	21
Number Scoring 55–100	159	179	156	17	16	19
Number Scoring 65–100	151	171	148	17	14	17
Number Scoring 85–100	51	66	59	2	2	3
Percentage of Tested Scoring 55–100	99%	98%	98%	94%	89%	90%
Percentage of Tested Scoring 65–100	94%	94%	93%	94%	78%	81%
Percentage of Tested Scoring 85–100	32%	36%	37%	11%	11%	14%
Physical Setting/Earth Science						
Number Tested	140	188	130	2	30	5
Number Scoring 55–100	134	182	128	#	28	5
Number Scoring 65–100	129	177	118	#	26	4
Number Scoring 85–100	59	101	41	#	8	1
Percentage of Tested Scoring 55–100	96%	97%	98%	#	93%	100%
Percentage of Tested Scoring 65–100	92%	94%	91%	#	87%	80%
Percentage of Tested Scoring 85–100	42%	54%	32%	#	27%	20%
Physical Setting/Chemistry						
Number Tested	102	120	138	2	5	6
Number Scoring 55–100	96	119	132	#	5	5
Number Scoring 65–100	72	79	98	#	4	2
Number Scoring 85–100	13	15	17	#	0	0
Percentage of Tested Scoring 55–100	94%	99%	96%	#	100%	83%
Percentage of Tested Scoring 65–100	71%	66%	71%	#	80%	33%
Percentage of Tested Scoring 85–100	13%	12%	12%	#	0%	0%
Physical Setting/Physics						
Number Tested			25			1
Number Scoring 55–100			18			#
Number Scoring 65–100			9			#
Number Scoring 85–100			1			#
Percentage of Tested Scoring 55–100			72%			#
Percentage of Tested Scoring 65–100			36%			#
Percentage of Tested Scoring 85–100			4%			#

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	68	63	64	0	1	3
Number Scoring 55–100	67	63	63	0	#	#
Number Scoring 65–100	62	63	63	0	#	#
Number Scoring 85–100	27	51	39	0	#	#
Percentage of Tested Scoring 55–100	99%	100%	98%	0%	#	#
Percentage of Tested Scoring 65–100	91%	100%	98%	0%	#	#
Percentage of Tested Scoring 85–100	40%	81%	61%	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	1	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	71	57	1	3	4
Number Scoring 55–100	59	66	57	#	#	#
Number Scoring 65–100	59	64	56	#	#	#
Number Scoring 85–100	31	36	38	#	#	#
Percentage of Tested Scoring 55–100	100%	93%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	90%	98%	#	#	#
Percentage of Tested Scoring 85–100	53%	51%	67%	#	#	#
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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	97	106	12	5	1	0
Number Scoring 55–100	82	85	8	3	#	0
Number Scoring 65–100	71	74	5	2	#	0
Number Scoring 85–100	37	27	1	0	#	0
Percentage of Tested Scoring 55–100	85%	80%	67%	60%	#	0%
Percentage of Tested Scoring 65–100	73%	70%	42%	40%	#	0%
Percentage of Tested Scoring 85–100	38%	25%	8%	0%	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	19	95%	18	100%	12	100%
Students with Disabilities	10	90%	9	56%	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – I)

New York State Alternate Assessments (NYSAA)

2003–04

	Count of Students					
Test	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

2000 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	25	25	25	166	166	166
Number Scoring 55–64	3	0	5	2	3	1	5	3	6
Number Scoring 65–84	89	57	59	18	14	19	107	71	78
Number Scoring 85–100	36	69	70	1	3	2	37	72	72
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)