

# New York State District Report Card Comprehensive Information Report

BEDS Code: 40-10-01-06-0000  
 Name: Starpoint Central School District  
 Superintendent: C. Douglas Whelan

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	165	194	189
First	208	176	193
Second	176	197	181
Third	211	188	201
Fourth	205	219	191
Fifth	208	216	233
Sixth	261	213	223
Ungraded Elementary	19	35	36
Seventh	226	270	229
Eighth	232	233	259
Ninth	218	251	252
Tenth	217	206	231
Eleventh	211	204	199
Twelfth	182	202	198
Ungraded Secondary	0	0	33
Total K-12 Enrollment	2739	2804	2848

## 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	15	0.5%	12	0.4%	16	0.6%
Black (Not Hispanic)	11	0.4%	18	0.6%	24	0.8%
Hispanic	25	0.9%	15	0.5%	15	0.5%
White (Not Hispanic)	2688	98.1%	2759	98.4%	2793	98.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	22	21
Common Branch	23	23	23
English Grade 8	24	23	26
Mathematics Grade 8	24	23	26
Science Grade 8	25	26	26
Social Studies Grade 8	24	23	26
English Grade 10	23	27	26
Mathematics Grade 10	20	22	23
Science Grade 10	14	23	24
Social Studies Grade 10	23	23	24

(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>
NA	NA

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>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	8	0.3%	4	0.1%	10	0.4%
<b>Eligible for Free Lunch</b>	145	5.3%	140	5.0%	191	6.7%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		95.8%		95.9%		96.4%
<b>Student Suspensions</b>	68	2.5%	121	4.4%	68	2.4%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	5.5%	4.9%	6.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	185
Total Other Professional Staff	26
Total Paraprofessionals	34
Teaching Out of Certification*	6

\*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	144	109	76%	182	153	84%	169	135	80%
Students with Disabilities	10	1	10%	2	0	0%	14	5	36%
All Students	154	110	71%	184	153	83%	183	140	77%

\*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	83	75	3	6	10	6
Percent	45%	41%	2%	3%	5%	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)
14	5	4	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	19		18		10	1.2%
	Entered GED Program*	3		4		8	1.0%
	Total Noncompleters	22		22		18	2.2%
Students with Disabilities	Dropped Out	2		2		2	1.5%
	Entered GED Program*	2		3		5	3.8%
	Total Noncompleters	4		5		7	5.3%
All Students	Dropped Out	21	2.5%	20	2.3%	12	1.3%
	Entered GED Program*	5	0.6%	7	0.8%	13	1.4%
	Total Noncompleters	26	3.1%	27	3.1%	25	2.7%

\*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	100%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	205	190	0
	Number of Students with Disabilities	0	15	0
	Number of All Students	205	205	0
	Percent of Enrollment	49%	46%	0%
6-8	Number of General-Education Students	0	0	446
	Number of Students with Disabilities	0	0	56
	Number of All Students	0	0	502
	Percent of Enrollment	0%	0%	69%
9-12	Number of General-Education Students	0	0	847
	Number of Students with Disabilities	0	0	2
	Number of All Students	0	0	849
	Percent of Enrollment	0%	0%	94%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	11		
Completed and Passed Regents Exams	11	100%	77%
Completed and had Course Average of 75% or More	11	100%	81%
Completed and Attained a HS Diploma or Equivalent	11	100%	96%
Completed and Whose Status is Known	4		
Completed and Were Successfully Placed	4	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	9	20%	30%
Underrepresented Gender Members Who Completed	1	9%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	57	98%	48	94%	58	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	147	87%	150	97%	177	89%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	9	78%	2	#

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	100%	7	100%	15	93%
Science	10	40%	13	46%	18	78%
Reading	0	0%	5	100%	6	83%
Writing	0	0%	4	#	7	71%
Global Studies	9	89%	12	58%	18	56%
U.S. Hist & Gov't	1	#	0	0%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	210	220	216	16	19	18
Number Scoring 55-100	202	210	209	14	16	13
Number Scoring 65-100	167	191	199	10	14	11
Number Scoring 85-100	69	68	103	1	0	1
Percentage of Tested Scoring 55-100	96%	95%	97%	88%	84%	72%
Percentage of Tested Scoring 65-100	80%	87%	92%	62%	74%	61%
Percentage of Tested Scoring 85-100	33%	31%	48%	6%	0%	6%
<b>Mathematics A</b>						
Number Tested	220	271	239	18	22	30
Number Scoring 55-100	172	233	228	4	13	22
Number Scoring 65-100	142	196	206	2	8	13
Number Scoring 85-100	53	37	56	1	1	0
Percentage of Tested Scoring 55-100	78%	86%	95%	22%	59%	73%
Percentage of Tested Scoring 65-100	65%	72%	86%	11%	36%	43%
Percentage of Tested Scoring 85-100	24%	14%	23%	6%	5%	0%
<b>Mathematics B</b>						
Number Tested	0	0	99	0	0	0
Number Scoring 55-100	0	0	94	0	0	0
Number Scoring 65-100	0	0	77	0	0	0
Number Scoring 85-100	0	0	26	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	78%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	26%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	204	228	267	14	18	26
Number Scoring 55-100	191	210	250	11	10	19
Number Scoring 65-100	174	179	234	6	8	14
Number Scoring 85-100	52	62	84	0	1	1
Percentage of Tested Scoring 55-100	94%	92%	94%	79%	56%	73%
Percentage of Tested Scoring 65-100	85%	79%	88%	43%	44%	54%
Percentage of Tested Scoring 85-100	25%	27%	31%	0%	6%	4%
<b>U.S. History and Government</b>						
Number Tested	217	210	202	16	20	18
Number Scoring 55-100	211	208	196	15	19	16
Number Scoring 65-100	184	200	186	9	19	11
Number Scoring 85-100	47	86	95	0	1	4
Percentage of Tested Scoring 55-100	97%	99%	97%	94%	95%	89%
Percentage of Tested Scoring 65-100	85%	95%	92%	56%	95%	61%
Percentage of Tested Scoring 85-100	22%	41%	47%	0%	5%	22%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	191	205	222	9	12	22
Number Scoring 55-100	191	205	219	9	12	21
Number Scoring 65-100	190	204	219	9	12	21
Number Scoring 85-100	72	66	67	0	1	1
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	95%
Percentage of Tested Scoring 65-100	99%	100%	99%	100%	100%	95%
Percentage of Tested Scoring 85-100	38%	32%	30%	0%	8%	5%
<b>Physical Setting/Earth Science</b>						
Number Tested	171	210	203	8	15	29
Number Scoring 55-100	167	202	193	8	15	24
Number Scoring 65-100	151	194	171	6	14	19
Number Scoring 85-100	52	65	33	0	3	1
Percentage of Tested Scoring 55-100	98%	96%	95%	100%	100%	83%
Percentage of Tested Scoring 65-100	88%	92%	84%	75%	93%	66%
Percentage of Tested Scoring 85-100	30%	31%	16%	0%	20%	3%
<b>Physical Setting/Chemistry</b>						
Number Tested	127	114	91	1	0	0
Number Scoring 55-100	125	112	88	#	0	0
Number Scoring 65-100	104	101	74	#	0	0
Number Scoring 85-100	9	22	16	#	0	0
Percentage of Tested Scoring 55-100	98%	98%	97%	#	0%	0%
Percentage of Tested Scoring 65-100	82%	89%	81%	#	0%	0%
Percentage of Tested Scoring 85-100	7%	19%	18%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			57			0
Number Scoring 55-100			57			0
Number Scoring 65-100			54			0
Number Scoring 85-100			17			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			95%			0%
Percentage of Tested Scoring 85-100			30%			0%

\* 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
<b>Comprehensive French</b>						
Number Tested	35	43	44	0	1	0
Number Scoring 55-100	34	43	44	0	#	0
Number Scoring 65-100	32	39	42	0	#	0
Number Scoring 85-100	15	15	27	0	#	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	91%	91%	95%	0%	#	0%
Percentage of Tested Scoring 85-100	43%	35%	61%	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	107	113	125	1	0	2
Number Scoring 55-100	107	113	121	#	0	#
Number Scoring 65-100	104	112	119	#	0	#
Number Scoring 85-100	57	62	58	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	97%	#	0%	#
Percentage of Tested Scoring 65-100	97%	99%	95%	#	0%	#
Percentage of Tested Scoring 85-100	53%	55%	46%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	112	103	6	1	0	0
Number Scoring 55-100	108	94	4	#	0	0
Number Scoring 65-100	105	90	4	#	0	0
Number Scoring 85-100	63	41	2	#	0	0
Percentage of Tested Scoring 55-100	96%	91%	67%	#	0%	0%
Percentage of Tested Scoring 65-100	94%	87%	67%	#	0%	0%
Percentage of Tested Scoring 85-100	56%	40%	33%	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	59	98%	73	97%	81	100%
Students with Disabilities	20	85%	15	87%	24	96%

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
<b>Nov 2003</b>	General-Education Students	207	0%	3%	55%	42%
	Students with Disabilities	30	13%	10%	70%	7%
	All Students	237	2%	4%	57%	37%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	242	0%	24%	59%	17%
	Students with Disabilities	28	0%	64%	36%	0%
	All Students	270	0%	28%	57%	16%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	2	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	181	181	181	19	19	19	200	200	200
Number Scoring 55–64	2	4	2	3	1	0	5	5	2
Number Scoring 65–84	126	88	91	10	13	11	136	101	102
Number Scoring 85–100	51	83	85	0	1	4	51	84	89
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			3			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 - K)

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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
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)