

New York State School Report Card Comprehensive Information Report

BEDS Code : 22-10-01-04-0001
 Name : Sackets Harbor Central School
 Principal: Mr. Robert B. Wagoner Jr.

Grade Range : K-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	40	35	34
First	32	38	32
Second	41	33	35
Third	43	40	27
Fourth	35	38	39
Fifth	39	36	34
Sixth	44	37	33
Ungraded Elementary	7	7	5
Seventh	36	44	40
Eighth	38	31	42
Ninth	43	37	29
Tenth	52	44	39
Eleventh	35	42	42
Twelfth	29	32	41
Ungraded Secondary	6	6	13
Total K-12 Enrollment	520	500	485

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	8	1.5%	4	0.8%	3	0.6%
Black (Not Hispanic)	5	1.0%	1	0.2%	5	1.0%
Hispanic	1	0.2%	2	0.4%	3	0.6%
White (Not Hispanic)	506	97.3%	493	98.6%	474	97.7%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
1	0.2%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	20	18	16
Common Branch	20	18	17
English Grade 8	21	17	21
Mathematics Grade 8	16	12	18
Science Grade 8	19	15	20
Social Studies Grade 8	18	0	0
English Grade 10	0	14	12
Mathematics Grade 10	20	15	18
Science Grade 10	20	29	0
Social Studies Grade 10	0	0	0

(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
64	All schools in this group are elementary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for elementary 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.5%		96.7%		96.1%
Student Suspensions	15	2.9%	10	1.9%	0	0.0%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	20.2%	23.6%	19.2%
Reduced Lunch	7.7%	7.0%	8.5%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	100%	100%

Staff Counts

Staff	2001–2002
Total Teachers	44
Total Other Professional Staff	6
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	22	10	45%	25	17	68%	33	17	52%
Students with Disabilities	7	4	57%	4	0	0%	3	2	67%
All Students	29	14	48%	29	17	59%	36	19	53%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	13	15	1	2	5	0
Percent	36%	42%	3%	6%	14%	0%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
3	2	0	3

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					1	0.6%
	Entered GED Program*					4	2.5%
	Total Noncompleters					5	3.1%
Students with Disabilities	Dropped Out					1	0.6%
	Entered GED Program*					3	1.9%
	Total Noncompleters					4	2.5%
All Students	Dropped Out	1	0.6%	2	1.3%	2	1.3%
	Entered GED Program*	0	0.0%	0	0.0%	7	4.4%
	Total Noncompleters	1	0.6%	2	1.3%	9	5.6%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	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%	39	97%	36	97%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	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%	3	#	3	#

(Form – D)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	7	100%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	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	2	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	32	41	38	4	4	4
Number Scoring 55–100	32	41	38	#	#	#
Number Scoring 65–100	29	40	37	#	#	#
Number Scoring 85–100	8	14	15	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	91%	98%	97%	#	#	#
Percentage of Tested Scoring 85–100	25%	34%	39%	#	#	#
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	53	7	1	6	1	0
Number Scoring 55–100	49	6	#	6	#	0
Number Scoring 65–100	40	5	#	5	#	0
Number Scoring 85–100	21	0	#	0	#	0
Percentage of Tested Scoring 55–100	92%	86%	#	100%	#	0%
Percentage of Tested Scoring 65–100	75%	71%	#	83%	#	0%
Percentage of Tested Scoring 85–100	40%	0%	#	0%	#	0%
Mathematics A						
Number Tested	0	0	33	0	0	3
Number Scoring 55–100	0	0	33	0	0	#
Number Scoring 65–100	0	0	26	0	0	#
Number Scoring 85–100	0	0	9	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	79%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	27%	0%	0%	#
Global Studies (last administered January 2000)						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	47	54	39	4	8	5
Number Scoring 55–100	42	52	37	#	7	4
Number Scoring 65–100	28	30	33	#	4	4
Number Scoring 85–100	9	7	4	#	0	1
Percentage of Tested Scoring 55–100	89%	96%	95%	#	88%	80%
Percentage of Tested Scoring 65–100	60%	56%	85%	#	50%	80%
Percentage of Tested Scoring 85–100	19%	13%	10%	#	0%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	33	0		6	0	
Number Scoring 55–100	32	0		6	0	
Number Scoring 65–100	28	0		3	0	
Number Scoring 85–100	8	0		0	0	
Percentage of Tested Scoring 55–100	97%	0%		100%	0%	
Percentage of Tested Scoring 65–100	85%	0%		50%	0%	
Percentage of Tested Scoring 85–100	24%	0%		0%	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		41	37		3	3
Number Scoring 55–100		38	37		#	#
Number Scoring 65–100		34	32		#	#
Number Scoring 85–100		12	11		#	#
Percentage of Tested Scoring 55–100		93%	100%		#	#
Percentage of Tested Scoring 65–100		83%	86%		#	#
Percentage of Tested Scoring 85–100		29%	30%		#	#
Living Environment (first administered June 2001)						
Number Tested		36	64		4	6
Number Scoring 55–100		36	64		#	6
Number Scoring 65–100		36	62		#	6
Number Scoring 85–100		7	17		#	0
Percentage of Tested Scoring 55–100		100%	100%		#	100%
Percentage of Tested Scoring 65–100		100%	97%		#	100%
Percentage of Tested Scoring 85–100		19%	27%		#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		37	0		5	0
Number Scoring 55–100		37	0		5	0
Number Scoring 65–100		33	0		3	0
Number Scoring 85–100		12	0		0	0
Percentage of Tested Scoring 55–100		100%	0%		100%	0%
Percentage of Tested Scoring 65–100		89%	0%		60%	0%
Percentage of Tested Scoring 85–100		32%	0%		0%	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	46	48	32	27	38
2001	37	43	40	30	38
2002	32	35	40	39	37

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	10	4	5	7	7
2001	6	8	3	5	6
2002	7	4	5	3	5

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	38	38	37	7	6	5
Comprehensive Spanish						
Number Tested	21	20	18	2	1	0
Number Scoring 55–100	20	20	18	#	#	0
Number Scoring 65–100	19	20	18	#	#	0
Number Scoring 85–100	8	13	16	#	#	0
Percentage of AGE Tested	55%	53%	49%	#	#	0%
Percentage of AGE Scoring 55–100	53%	53%	49%	#	#	0%
Percentage of AGE Scoring 65–100	50%	53%	49%	#	#	0%
Percentage of AGE Scoring 85–100	21%	34%	43%	#	#	0%
Percentage of Tested Scoring 65–100	90%	100%	100%	#	#	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	38	38	37	7	6	5
Sequential Mathematics, Course II						
Number Tested	56	35	1	4	3	0
Number Scoring 55–100	40	32	#	#	#	0
Number Scoring 65–100	33	26	#	#	#	0
Number Scoring 85–100	10	9	#	#	#	0
Percentage of AGE Tested	147%	92%	#	#	#	0%
Percentage of AGE Scoring 55–100	105%	84%	#	#	#	0%
Percentage of AGE Scoring 65–100	87%	68%	#	#	#	0%
Percentage of AGE Scoring 85–100	26%	24%	#	#	#	0%
Percentage of Tested Scoring 65–100	59%	74%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	20	32	23	3	4	1
Number Scoring 55–100	19	31	23	#	#	#
Number Scoring 65–100	18	29	22	#	#	#
Number Scoring 85–100	6	16	5	#	#	#
Percentage of AGE Tested	53%	84%	62%	#	#	#
Percentage of AGE Scoring 55–100	50%	82%	62%	#	#	#
Percentage of AGE Scoring 65–100	47%	76%	59%	#	#	#
Percentage of AGE Scoring 85–100	16%	42%	14%	#	#	#
Percentage of Tested Scoring 65–100	90%	91%	96%	#	#	#
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	38	38	37	7	6	5
Earth Science (last administered January 2001)						
Number Tested	42	1		6	0	
Number Scoring 55–100	34	#		6	0	
Number Scoring 65–100	29	#		3	0	
Number Scoring 85–100	9	#		0	0	
Percentage of AGE Tested	111%	#		86%	0%	
Percentage of AGE Scoring 55–100	89%	#		86%	0%	
Percentage of AGE Scoring 65–100	76%	#		43%	0%	
Percentage of AGE Scoring 85–100	24%	#		0%	0%	
Percentage of Tested Scoring 65–100	69%	#		50%	0%	
Biology (last administered January 2001)						
Number Tested	46	2		4	1	
Number Scoring 55–100	42	#		#	#	
Number Scoring 65–100	33	#		#	#	
Number Scoring 85–100	10	#		#	#	
Percentage of AGE Tested	121%	#		#	#	
Percentage of AGE Scoring 55–100	111%	#		#	#	
Percentage of AGE Scoring 65–100	87%	#		#	#	
Percentage of AGE Scoring 85–100	26%	#		#	#	
Percentage of Tested Scoring 65–100	72%	#		#	#	
Chemistry (last administered January 2002)						
Number Tested	21	24	0	2	1	0
Number Scoring 55–100	19	23	0	#	#	0
Number Scoring 65–100	18	19	0	#	#	0
Number Scoring 85–100	5	7	0	#	#	0
Percentage of AGE Tested	55%	63%	0%	#	#	0%
Percentage of AGE Scoring 55–100	50%	61%	0%	#	#	0%
Percentage of AGE Scoring 65–100	47%	50%	0%	#	#	0%
Percentage of AGE Scoring 85–100	13%	18%	0%	#	#	0%
Percentage of Tested Scoring 65–100	86%	79%	0%	#	#	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	38	38	37	7	6	5
Physics (last administered January 2002)						
Number Tested	6	8	0	0	0	0
Number Scoring 55–100	6	8	0	0	0	0
Number Scoring 65–100	5	6	0	0	0	0
Number Scoring 85–100	2	3	0	0	0	0
Percentage of AGE Tested	16%	21%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	16%	21%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	13%	16%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	5%	8%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	75%	0%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			21			1
Number Scoring 55–100			21			#
Number Scoring 65–100			16			#
Number Scoring 85–100			2			#
Percentage of AGE Tested			57%			#
Percentage of AGE Scoring 55–100			57%			#
Percentage of AGE Scoring 65–100			43%			#
Percentage of AGE Scoring 85–100			5%			#
Percentage of Tested Scoring 65–100			76%			#
Physical Setting/Physics (first administered June 2002)						
Number Tested			8			0
Number Scoring 55–100			4			0
Number Scoring 65–100			2			0
Number Scoring 85–100			1			0
Percentage of AGE Tested			22%			0%
Percentage of AGE Scoring 55–100			11%			0%
Percentage of AGE Scoring 65–100			5%			0%
Percentage of AGE Scoring 85–100			3%			0%
Percentage of Tested Scoring 65–100			25%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	9	100%	16	100%	14	100%
Students with Disabilities	2	#	2	#	2	#

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	32	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	36	0%	0%	47%	53%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	35	0%	11%	74%	14%
	Students with Disabilities	7	0%	14%	86%	0%
	All Students	42	0%	12%	76%	12%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	34	34	4	4	38	38
Number Scoring 55–64	#	#	#	#	10	5
Number Scoring 65–84	#	#	#	#	21	22
Number Scoring 85–100	#	#	#	#	7	10
Approved Alternatives	#	#	#	#	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	36	3	39
Number Scoring 55–64	#	#	0
Number Scoring 65–84	#	#	28
Number Scoring 85–100	#	#	11
Approved Alternatives	#	#	0

(Form – O)