

# New York State School Report Card Comprehensive Information Report

BEDS Code: 16-18-01-04-0001  
 Name: Saint Regis Falls Central School  
 Principal: Terry B. Remington

Grade Range : PK-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	23	17	18
Kindergarten	23	30	23
First	17	20	29
Second	21	21	21
Third	34	25	21
Fourth	20	30	26
Fifth	21	33	26
Sixth	31	20	23
Ungraded Elementary	8	0	0
Seventh	29	30	18
Eighth	31	26	35
Ninth	30	32	24
Tenth	24	32	30
Eleventh	29	23	32
Twelfth	19	25	28
Ungraded Secondary	4	0	0
Total K-12 Enrollment	341	347	336

## 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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	2	0.6%	2	0.6%	1	0.3%
Hispanic	1	0.3%	1	0.3%	1	0.3%
White (Not Hispanic)	338	99.1%	344	99.1%	334	99.4%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	12	15	18
Common Branch	16	16	15
English Grade 8	15	9	16
Mathematics Grade 8	15	5	16
Science Grade 8	15	12	17
Social Studies Grade 8	15	12	16
English Grade 10	13	14	14
Mathematics Grade 10	0	16	8
Science Grade 10	0	17	0
Social Studies Grade 10	0	0	0

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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%	0	0.0%
Eligible for Free Lunch	100	29.3%	107	30.8%	110	32.7%

### 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		95.7%		96.1%		96.3%
Student Suspensions	34	9.8%	29	8.5%	23	6.6%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	7.3%	12.1%	12.2%
Public Assistance	41-50%	21-30%	51-60%
Student Stability	95%	96%	100%

### Staff Counts

Staff	2003-04
Total Teachers	33
Total Other Professional Staff	5
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	20	8	40%	21	7	33%	22	7	32%
Students with Disabilities	0	0	0%	3	0	0%	3	1	33%
All Students	20	8	40%	24	7	29%	25	8	32%

\*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	8	11	0	0	5	1
Percent	32%	44%	0%	0%	20%	4%

## 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)
3	1	3	6

\*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	0		1		3	2.9%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		3	2.9%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	0	0.0%	1	0.9%	3	2.4%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	1	0.9%	3	2.4%

\*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	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	50	69	15
	Number of Students with Disabilities	0	6	5
	Number of All Students	50	75	20
	Percent of Enrollment	53%	99%	26%
9-12	Number of General-Education Students	87	65	23
	Number of Students with Disabilities	13	10	3
	Number of All Students	100	75	26
	Percent of Enrollment	96%	67%	23%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

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	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%	1	#

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

## Students with Disabilities

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

(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	22	24	31	3	3	2
Number Scoring 55-100	22	23	31	#	#	#
Number Scoring 65-100	18	20	28	#	#	#
Number Scoring 85-100	5	4	11	#	#	#
Percentage of Tested Scoring 55-100	100%	96%	100%	#	#	#
Percentage of Tested Scoring 65-100	82%	83%	90%	#	#	#
Percentage of Tested Scoring 85-100	23%	17%	35%	#	#	#
<b>Mathematics A</b>						
Number Tested	11	38	46	1	2	3
Number Scoring 55-100	9	28	46	#	#	#
Number Scoring 65-100	7	20	44	#	#	#
Number Scoring 85-100	2	3	9	#	#	#
Percentage of Tested Scoring 55-100	82%	74%	100%	#	#	#
Percentage of Tested Scoring 65-100	64%	53%	96%	#	#	#
Percentage of Tested Scoring 85-100	18%	8%	20%	#	#	#
<b>Mathematics B</b>						
Number Tested	9	0	7	0	0	0
Number Scoring 55-100	8	0	6	0	0	0
Number Scoring 65-100	8	0	6	0	0	0
Number Scoring 85-100	5	0	0	0	0	0
Percentage of Tested Scoring 55-100	89%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 85-100	56%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	22	30	35	3	1	2
Number Scoring 55-100	21	22	33	#	#	#
Number Scoring 65-100	21	20	32	#	#	#
Number Scoring 85-100	3	7	7	#	#	#
Percentage of Tested Scoring 55-100	95%	73%	94%	#	#	#
Percentage of Tested Scoring 65-100	95%	67%	91%	#	#	#
Percentage of Tested Scoring 85-100	14%	23%	20%	#	#	#
<b>U.S. History and Government</b>						
Number Tested	20	25	26	3	3	2
Number Scoring 55-100	20	25	26	#	#	#
Number Scoring 65-100	19	24	25	#	#	#
Number Scoring 85-100	3	7	9	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	95%	96%	96%	#	#	#
Percentage of Tested Scoring 85-100	15%	28%	35%	#	#	#

(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	19	32	45	3	1	3
Number Scoring 55-100	19	32	44	#	#	#
Number Scoring 65-100	19	30	42	#	#	#
Number Scoring 85-100	4	5	3	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	98%	#	#	#
Percentage of Tested Scoring 65-100	100%	94%	93%	#	#	#
Percentage of Tested Scoring 85-100	21%	16%	7%	#	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	0	23	0	0	4	0
Number Scoring 55-100	0	23	0	0	#	0
Number Scoring 65-100	0	22	0	0	#	0
Number Scoring 85-100	0	4	0	0	#	0
Percentage of Tested Scoring 55-100	0%	100%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	96%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	17%	0%	0%	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	10	19	4	0	0	0
Number Scoring 55-100	6	16	#	0	0	0
Number Scoring 65-100	3	10	#	0	0	0
Number Scoring 85-100	1	1	#	0	0	0
Percentage of Tested Scoring 55-100	60%	84%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	30%	53%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	10%	5%	#	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			14			0
Number Scoring 55-100			13			0
Number Scoring 65-100			12			0
Number Scoring 85-100			2			0
Percentage of Tested Scoring 55-100			93%			0%
Percentage of Tested Scoring 65-100			86%			0%
Percentage of Tested Scoring 85-100			14%			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	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 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	11	9	13	0	0	0
Number Scoring 55-100	11	9	13	0	0	0
Number Scoring 65-100	11	9	13	0	0	0
Number Scoring 85-100	6	5	9	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	55%	56%	69%	0%	0%	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	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%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	41	100%	28	93%	2	#
Students with Disabilities	1	#	4	#	1	#

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	24	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	26	4%	12%	58%	27%

## 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	26	4%	54%	42%	0%
	Students with Disabilities	7	14%	57%	29%	0%
	All Students	33	6%	55%	39%	0%

(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	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

## 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	21	21	21	4	4	4	25	25	25
Number Scoring 55–64	#	#	#	#	#	#	0	1	1
Number Scoring 65–84	#	#	#	#	#	#	18	14	17
Number Scoring 85–100	#	#	#	#	#	#	3	7	5
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)