

New York State School Report Card Comprehensive Information Report

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

Grade Range : K-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	29	34	42
First	31	36	28
Second	28	35	35
Third	40	32	36
Fourth	29	43	30
Fifth	36	29	38
Sixth	38	40	28
Ungraded Elementary	5	5	8
Seventh	41	36	40
Eighth	38	35	33
Ninth	44	39	35
Tenth	29	41	35
Eleventh	36	31	41
Twelfth	40	36	29
Ungraded Secondary	1	1	2
Total K-12 Enrollment	465	473	460

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.4%	4	0.8%	6	1.3%
Black (Not Hispanic)	4	0.9%	2	0.4%	6	1.3%
Hispanic	3	0.6%	3	0.6%	5	1.1%
White (Not Hispanic)	456	98.1%	464	98.1%	443	96.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	15	17	14
Common Branch	16	18	16
English Grade 8	18	18	18
Mathematics Grade 8	20	18	15
Science Grade 8	19	35	34
Social Studies Grade 8	37	35	17
English Grade 10	10	15	15
Mathematics Grade 10	23	12	19
Science Grade 10	0	0	0
Social Studies Grade 10	40	0	15

(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 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	83	17.9%	82	17.3%	70	15.2%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.2%		96.7%		95.8%
Student Suspensions	0	0.0%	0	0.0%	0	0.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.6%	8.7%	9.1%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	98%	100%	100%

Staff Counts

Staff	2004-05
Total Teachers	43
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	31	31	28
	Regents Diplomas	18	15	25
	% Regents Diplomas	58%	48%	89%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	3	2
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	1	1
All Students	Total Graduates*	34	34	30
	Regents Diplomas	18	15	26
	% Regents Diplomas	53%	44%	87%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	1	1

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	14	12	1	0	1	0	0	0
	Percent	50%	43%	4%	0%	4%	0%	0%	0%
Students with Disabilities	Number	0	2	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	14	14	1	0	1	0	0	0
	Percent	47%	47%	3%	0%	3%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	4		0	0.0%	0	0.0%
	Entered GED Program*	2		2	1.6%	1	0.8%
	Total Noncompleters	6		2	1.6%	1	0.8%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	2	12.5%
	Total Noncompleters	0		0	0.0%	2	12.5%
All Students	Dropped Out	4	2.7%	0	0.0%	0	0.0%
	Entered GED Program*	2	1.3%	2	1.4%	3	2.2%
	Total Noncompleters	6	4.0%	2	1.4%	3	2.2%

*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	2002-03	2003-04	2004-05
K-1	98%	99%	97%
2-3	98%	111%	97%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	60
	Number of Students with Disabilities	0	0	8
	Number of All Students	0	0	68
	Percent of Enrollment	0%	0%	97%
6-8	Number of General-Education Students	104	122	87
	Number of Students with Disabilities	13	0	22
	Number of All Students	117	122	109
	Percent of Enrollment	99%	109%	100%
9-12	Number of General-Education Students	127	127	126
	Number of Students with Disabilities	22	23	16
	Number of All Students	149	150	142
	Percent of Enrollment	100%	102%	100%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	3	#	0	0%
Spanish	30	100%	30	97%	29	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	1	#	3	#	3	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	1	#	2	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	34	30	36	4	2	1
Number Scoring 55-100	34	30	36	#	#	#
Number Scoring 65-100	33	30	36	#	#	#
Number Scoring 85-100	16	20	14	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	47%	67%	39%	#	#	#
Mathematics A						
Number Tested	29	37	37	4	4	2
Number Scoring 55-100	27	37	37	#	#	#
Number Scoring 65-100	26	33	37	#	#	#
Number Scoring 85-100	7	8	11	#	#	#
Percentage of Tested Scoring 55-100	93%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	90%	89%	100%	#	#	#
Percentage of Tested Scoring 85-100	24%	22%	30%	#	#	#
Mathematics B						
Number Tested	0	16	21	0	0	0
Number Scoring 55-100	0	15	17	0	0	0
Number Scoring 65-100	0	15	14	0	0	0
Number Scoring 85-100	0	4	2	0	0	0
Percentage of Tested Scoring 55-100	0%	94%	81%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	94%	67%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	25%	10%	0%	0%	0%
Global History and Geography						
Number Tested	33	39	37	4	5	3
Number Scoring 55-100	33	37	31	#	4	#
Number Scoring 65-100	32	27	26	#	1	#
Number Scoring 85-100	11	7	6	#	0	#
Percentage of Tested Scoring 55-100	100%	95%	84%	#	80%	#
Percentage of Tested Scoring 65-100	97%	69%	70%	#	20%	#
Percentage of Tested Scoring 85-100	33%	18%	16%	#	0%	#
U.S. History and Government						
Number Tested	35	31	36	3	3	2
Number Scoring 55-100	35	31	33	#	#	#
Number Scoring 65-100	34	28	33	#	#	#
Number Scoring 85-100	15	18	15	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	92%	#	#	#
Percentage of Tested Scoring 65-100	97%	90%	92%	#	#	#
Percentage of Tested Scoring 85-100	43%	58%	42%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	1	76	0	0	7	0
Number Scoring 55-100	#	76	0	0	7	0
Number Scoring 65-100	#	72	0	0	4	0
Number Scoring 85-100	#	16	0	0	0	0
Percentage of Tested Scoring 55-100	#	100%	0%	0%	100%	0%
Percentage of Tested Scoring 65-100	#	95%	0%	0%	57%	0%
Percentage of Tested Scoring 85-100	#	21%	0%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	62	2	61	8	0	7
Number Scoring 55-100	58	#	59	6	0	5
Number Scoring 65-100	53	#	50	3	0	2
Number Scoring 85-100	25	#	22	1	0	0
Percentage of Tested Scoring 55-100	94%	#	97%	75%	0%	71%
Percentage of Tested Scoring 65-100	85%	#	82%	38%	0%	29%
Percentage of Tested Scoring 85-100	40%	#	36%	12%	0%	0%
Physical Setting/Chemistry						
Number Tested	21	20	20	0	0	0
Number Scoring 55-100	20	20	20	0	0	0
Number Scoring 65-100	19	19	15	0	0	0
Number Scoring 85-100	3	9	4	0	0	0
Percentage of Tested Scoring 55-100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	95%	75%	0%	0%	0%
Percentage of Tested Scoring 85-100	14%	45%	20%	0%	0%	0%
Physical Setting/Physics						
Number Tested		12	10		0	0
Number Scoring 55-100		12	10		0	0
Number Scoring 65-100		7	10		0	0
Number Scoring 85-100		1	7		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		58%	100%		0%	0%
Percentage of Tested Scoring 85-100		8%	70%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
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 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	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 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	33	15	22	1	0	0
Number Scoring 55-100	33	15	22	#	0	0
Number Scoring 65-100	33	15	22	#	0	0
Number Scoring 85-100	29	12	16	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	88%	80%	73%	#	0%	0%
Comprehensive Latin						
Number Tested	0	3	0	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%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	35	3%	0%	71%	26%
	Students with Disabilities	5	20%	0%	60%	20%
	All Students	40	5%	0%	70%	25%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	29	0%	21%	55%	24%
	Students with Disabilities	5	0%	80%	20%	0%
	All Students	34	0%	29%	50%	21%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	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

2001 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	25	25	25	3	3	3	28	28	28
Number Scoring 55–64	#	#	#	#	#	#	1	2	0
Number Scoring 65–84	#	#	#	#	#	#	15	8	13
Number Scoring 85–100	#	#	#	#	#	#	10	17	14
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)