

# New York State School Report Card Comprehensive Information Report

BEDS Code: 09-14-02-06-0005

Grade Range : 9-12

Name: Saranac High School

Principal: Kenneth Cringle

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	136	151	165
Tenth	141	125	141
Eleventh	148	127	126
Twelfth	127	139	135
Ungraded Secondary	37	35	36
Total K-12 Enrollment	589	577	603

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.3%	5	0.9%	4	0.7%
Black (Not Hispanic)	4	0.7%	4	0.7%	4	0.7%
Hispanic	5	0.8%	3	0.5%	3	0.5%
White (Not Hispanic)	578	98.1%	565	97.9%	592	98.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	24
Social Studies Grade 8	0	0	0
English Grade 10	19	20	19
Mathematics Grade 10	20	19	17
Science Grade 10	21	17	22
Social Studies Grade 10	19	17	21

(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
50	All schools in this group are secondary 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 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	76	12.9%	78	13.5%	75	12.4%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		94.7%		95.5%
Student Suspensions	37	6.3%	27	4.6%	25	4.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.6%	8.3%	7.6%
Public Assistance	21-30%	11-20%	11-20%
Student Stability	98%	100%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	46
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	115	71	62%	123	81	66%	120	69	57%
Students with Disabilities	6	0	0%	10	2	20%	7	0	0%
All Students	121	71	59%	133	83	62%	127	69	54%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	53	45	1	5	18	5
Percent	42%	35%	1%	4%	14%	4%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
7	0	3	10

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			7		16	
	Entered GED Program*			0		0	
	Total Noncompleters			7		16	
Students with Disabilities	Dropped Out			1		4	
	Entered GED Program*			0		0	
	Total Noncompleters			1		4	
All Students	Dropped Out	16	2.7%	8	1.4%	20	3.3%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	16	2.7%	8	1.4%	20	3.3%

\*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)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		411	517
	Number of Students with Disabilities		76	50
	Number of All Students		487	567
	Percent of Enrollment		84%	94%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	65	82%	58	88%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	57	91%	50	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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	#

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	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	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	37	68%	30	63%
Science	6	83%	20	55%	27	56%
Reading	4	#	9	89%	16	100%
Writing	5	100%	9	100%	17	94%
Global Studies	3	#	6	17%	17	35%
U.S. Hist & Gov't	6	50%	1	#	10	30%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	138	136	130	9	11	11
Number Scoring 55–100	134	125	123	6	7	9
Number Scoring 65–100	118	112	109	4	5	4
Number Scoring 85–100	27	28	34	0	1	0
Percentage of Tested Scoring 55–100	97%	92%	95%	67%	64%	82%
Percentage of Tested Scoring 65–100	86%	82%	84%	44%	45%	36%
Percentage of Tested Scoring 85–100	20%	21%	26%	0%	9%	0%
<b>Mathematics A</b>						
Number Tested	0	39	126	0	6	3
Number Scoring 55–100	0	27	107	0	1	#
Number Scoring 65–100	0	13	96	0	0	#
Number Scoring 85–100	0	0	19	0	0	#
Percentage of Tested Scoring 55–100	0%	69%	85%	0%	17%	#
Percentage of Tested Scoring 65–100	0%	33%	76%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	15%	0%	0%	#
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	144	125	143	8	12	17
Number Scoring 55–100	144	119	134	8	9	13
Number Scoring 65–100	131	109	126	4	6	9
Number Scoring 85–100	49	19	43	0	0	1
Percentage of Tested Scoring 55–100	100%	95%	94%	100%	75%	76%
Percentage of Tested Scoring 65–100	91%	87%	88%	50%	50%	53%
Percentage of Tested Scoring 85–100	34%	15%	30%	0%	0%	6%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	134	145	128	9	14	12
Number Scoring 55–100	125	141	125	5	13	11
Number Scoring 65–100	117	119	122	5	7	10
Number Scoring 85–100	62	51	59	1	2	2
Percentage of Tested Scoring 55–100	93%	97%	98%	56%	93%	92%
Percentage of Tested Scoring 65–100	87%	82%	95%	56%	50%	83%
Percentage of Tested Scoring 85–100	46%	35%	46%	11%	14%	17%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	149	118	127	5	5	6
Number Scoring 55–100	149	118	126	5	5	6
Number Scoring 65–100	149	117	124	5	5	6
Number Scoring 85–100	48	51	48	0	2	0
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	99%	98%	100%	100%	100%
Percentage of Tested Scoring 85–100	32%	43%	38%	0%	40%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	94	144	158	4	11	16
Number Scoring 55–100	90	139	153	#	9	14
Number Scoring 65–100	83	123	136	#	8	8
Number Scoring 85–100	23	49	51	#	1	1
Percentage of Tested Scoring 55–100	96%	97%	97%	#	82%	88%
Percentage of Tested Scoring 65–100	88%	85%	86%	#	73%	50%
Percentage of Tested Scoring 85–100	24%	34%	32%	#	9%	6%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		88	88		1	2
Number Scoring 55–100		86	84		#	#
Number Scoring 65–100		74	69		#	#
Number Scoring 85–100		15	14		#	#
Percentage of Tested Scoring 55–100		98%	95%		#	#
Percentage of Tested Scoring 65–100		84%	78%		#	#
Percentage of Tested Scoring 85–100		17%	16%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	46	43	48	0	1	0
Number Scoring 55–100	46	42	48	0	#	0
Number Scoring 65–100	46	39	48	0	#	0
Number Scoring 85–100	14	8	20	0	#	0
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	91%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	30%	19%	42%	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	54	35	36	2	1	1
Number Scoring 55–100	54	35	36	#	#	#
Number Scoring 65–100	54	35	36	#	#	#
Number Scoring 85–100	27	24	28	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	50%	69%	78%	#	#	#
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	87	88	16	0	1	0
Number Scoring 55–100	83	83	14	0	#	0
Number Scoring 65–100	81	71	12	0	#	0
Number Scoring 85–100	25	22	0	0	#	0
Percentage of Tested Scoring 55–100	95%	94%	88%	0%	#	0%
Percentage of Tested Scoring 65–100	93%	81%	75%	0%	#	0%
Percentage of Tested Scoring 85–100	29%	25%	0%	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	78	52	54	0	0	0
Number Scoring 55–100	66	45	48	0	0	0
Number Scoring 65–100	62	45	46	0	0	0
Number Scoring 85–100	27	19	21	0	0	0
Percentage of Tested Scoring 55–100	85%	87%	89%	0%	0%	0%
Percentage of Tested Scoring 65–100	79%	87%	85%	0%	0%	0%
Percentage of Tested Scoring 85–100	35%	37%	39%	0%	0%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	62	100%	64	100%	49	96%
Students with Disabilities	8	100%	19	89%	20	80%

On school reports, 2000–2001 and 2001–2002 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 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	119	119	119	11	11	11	130	130	130
Number Scoring 55–64	4	7	1	2	5	1	6	12	2
Number Scoring 65–84	65	61	72	6	3	6	71	64	78
Number Scoring 85–100	46	47	45	0	1	0	46	48	45
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)