

New York State District Report Card Comprehensive Information Report

BEDS Code: 15-15-01-06-0000

Name: Ticonderoga Central School District

Superintendent: John C. McDonald, Jr.

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	79	82	90
First	69	65	62
Second	62	71	67
Third	55	63	69
Fourth	89	53	67
Fifth	73	92	52
Sixth	70	76	96
Ungraded Elementary	0	0	0
Seventh	92	94	81
Eighth	92	93	87
Ninth	121	111	104
Tenth	110	108	110
Eleventh	88	99	104
Twelfth	76	90	108
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1076	1097	1097

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	16	1.5%	12	1.1%	12	1.1%
Black (Not Hispanic)	3	0.3%	4	0.4%	4	0.4%
Hispanic	3	0.3%	4	0.4%	7	0.6%
White (Not Hispanic)	1054	98.0%	1077	98.2%	1074	97.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	17	20
Common Branch	19	19	18
English Grade 8	21	23	21
Mathematics Grade 8	14	28	18
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	21	22
Mathematics Grade 10	35	0	9
Science Grade 10	18	19	23
Social Studies Grade 10	21	18	24

(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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.1%	0	0.0%
Eligible for Free Lunch	316	29.4%	365	33.3%	337	30.7%

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		95.0%		94.8%		95.1%
Student Suspensions	23	2.1%	29	2.7%	35	3.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.5%	13.8%	17.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	95
Total Other Professional Staff	13
Total Paraprofessionals	34
Teaching Out of Certification*	5
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	70	39	56%	73	51	70%	90	62	69%
Students with Disabilities	3	0	0%	0	0	0%	4	0	0%
All Students	73	39	53%	73	51	70%	94	62	66%

*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	31	30	5	11	11	6
Percent	33%	32%	5%	12%	12%	6%

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)
4	0	4	8

*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			16		5	
	Entered GED Program*			0		1	
	Total Noncompleters			16		6	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			1		1	
	Total Noncompleters			3		2	
All Students	Dropped Out	14	3.5%	18	4.4%	6	1.4%
	Entered GED Program*	3	0.8%	1	0.2%	2	0.5%
	Total Noncompleters	17	4.3%	19	4.7%	8	1.9%

*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		75	81
	Number of Students with Disabilities		18	6
	Number of All Students		93	87
	Percent of Enrollment		35%	33%
9-12	Number of General-Education Students		408	371
	Number of Students with Disabilities		0	54
	Number of All Students		408	425
	Percent of Enrollment		100%	100%

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%	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%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(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%	1	#	1	#
Science	0	0%	2	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	13	31%	0	0%	2	#
U.S. Hist & Gov't	8	75%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	67%	1	#	2	#
Science	4	#	3	#	5	40%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	8	12%	0	0%	14	43%
U.S. Hist & Gov't	2	#	0	0%	7	14%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	80	98	98	9	4	9
Number Scoring 55–100	78	96	89	8	#	8
Number Scoring 65–100	75	89	85	7	#	6
Number Scoring 85–100	18	37	43	0	#	0
Percentage of Tested Scoring 55–100	97%	98%	91%	89%	#	89%
Percentage of Tested Scoring 65–100	94%	91%	87%	78%	#	67%
Percentage of Tested Scoring 85–100	23%	38%	44%	0%	#	0%
Mathematics A						
Number Tested	92	85	104	6	4	12
Number Scoring 55–100	68	77	88	3	#	6
Number Scoring 65–100	62	72	79	1	#	3
Number Scoring 85–100	22	26	46	0	#	2
Percentage of Tested Scoring 55–100	74%	91%	85%	50%	#	50%
Percentage of Tested Scoring 65–100	67%	85%	76%	17%	#	25%
Percentage of Tested Scoring 85–100	24%	31%	44%	0%	#	17%
Mathematics B (first administered June 2001)						
Number Tested	0	0	51	0	0	2
Number Scoring 55–100	0	0	22	0	0	#
Number Scoring 65–100	0	0	18	0	0	#
Number Scoring 85–100	0	0	1	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	43%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	35%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	2%	0%	0%	#
Global History and Geography						
Number Tested	107	97	122	13	10	23
Number Scoring 55–100	103	86	99	11	4	13
Number Scoring 65–100	84	73	86	5	1	8
Number Scoring 85–100	35	25	24	1	0	2
Percentage of Tested Scoring 55–100	96%	89%	81%	85%	40%	57%
Percentage of Tested Scoring 65–100	79%	75%	70%	38%	10%	35%
Percentage of Tested Scoring 85–100	33%	26%	20%	8%	0%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	83	93	106	8	3	9
Number Scoring 55–100	74	88	98	6	#	3
Number Scoring 65–100	67	71	94	4	#	2
Number Scoring 85–100	26	26	35	0	#	0
Percentage of Tested Scoring 55–100	89%	95%	92%	75%	#	33%
Percentage of Tested Scoring 65–100	81%	76%	89%	50%	#	22%
Percentage of Tested Scoring 85–100	31%	28%	33%	0%	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	77	104	93	7	6	15
Number Scoring 55–100	77	103	88	7	6	11
Number Scoring 65–100	75	96	85	6	5	10
Number Scoring 85–100	28	33	27	1	0	3
Percentage of Tested Scoring 55–100	100%	99%	95%	100%	100%	73%
Percentage of Tested Scoring 65–100	97%	92%	91%	86%	83%	67%
Percentage of Tested Scoring 85–100	36%	32%	29%	14%	0%	20%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	122	76	92	14	9	6
Number Scoring 55–100	107	69	80	7	7	4
Number Scoring 65–100	86	54	72	4	4	2
Number Scoring 85–100	25	17	27	0	1	0
Percentage of Tested Scoring 55–100	88%	91%	87%	50%	78%	67%
Percentage of Tested Scoring 65–100	70%	71%	78%	29%	44%	33%
Percentage of Tested Scoring 85–100	20%	22%	29%	0%	11%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		44	54		0	1
Number Scoring 55–100		44	50		0	#
Number Scoring 65–100		30	40		0	#
Number Scoring 85–100		3	7		0	#
Percentage of Tested Scoring 55–100		100%	93%		0%	#
Percentage of Tested Scoring 65–100		68%	74%		0%	#
Percentage of Tested Scoring 85–100		7%	13%		0%	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	80	14	56	0	0	1
Number Scoring 55–100	78	14	54	0	0	#
Number Scoring 65–100	76	12	44	0	0	#
Number Scoring 85–100	37	3	14	0	0	#
Percentage of Tested Scoring 55–100	97%	100%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	86%	79%	0%	0%	#
Percentage of Tested Scoring 85–100	46%	21%	25%	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	100	36	46	2	0	0
Number Scoring 55–100	100	36	46	#	0	0
Number Scoring 65–100	84	36	46	#	0	0
Number Scoring 85–100	37	22	25	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	84%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	37%	61%	54%	#	0%	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 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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	27	19	0	1	0	0
Number Scoring 55–100	19	10	0	#	0	0
Number Scoring 65–100	17	10	0	#	0	0
Number Scoring 85–100	4	2	0	#	0	0
Percentage of Tested Scoring 55–100	70%	53%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	63%	53%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	15%	11%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	58	47	8	5	0	0
Number Scoring 55–100	52	42	7	5	0	0
Number Scoring 65–100	48	41	6	4	0	0
Number Scoring 85–100	18	23	0	2	0	0
Percentage of Tested Scoring 55–100	90%	89%	88%	100%	0%	0%
Percentage of Tested Scoring 65–100	83%	87%	75%	80%	0%	0%
Percentage of Tested Scoring 85–100	31%	49%	0%	40%	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	49	86%	23	100%	22	82%
Students with Disabilities	13	62%	6	83%	5	100%

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
Nov 2002	General-Education Students	44	0%	5%	82%	14%
	Students with Disabilities	8	0%	13%	88%	0%
	All Students	52	0%	6%	83%	12%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	80	3%	38%	54%	6%
	Students with Disabilities	6	17%	50%	33%	0%
	All Students	86	3%	38%	52%	6%

(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
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

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	112	112	112	9	9	9	121	121	121
Number Scoring 55–64	11	11	9	2	1	1	13	12	10
Number Scoring 65–84	47	53	58	1	2	3	48	55	61
Number Scoring 85–100	34	27	29	0	0	0	34	27	29
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)