

# New York State School Report Card Comprehensive Information Report

BEDS Code: 16-14-01-06-0002

Grade Range : 9-12

Name: Saranac Lake Senior High School

Principal: Gerald Goldman

## 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	145	159	147
Tenth	145	132	158
Eleventh	145	135	128
Twelfth	129	125	138
Ungraded Secondary	0	0	0
Total K-12 Enrollment	564	551	571

## 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	3	0.5%	7	1.3%	3	0.5%
Black (Not Hispanic)	2	0.4%	1	0.2%	2	0.4%
Hispanic	1	0.2%	2	0.4%	1	0.2%
White (Not Hispanic)	558	98.9%	541	98.2%	565	98.9%

## 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	0
Social Studies Grade 8	0	0	0
English Grade 10	22	22	16
Mathematics Grade 10	23	20	21
Science Grade 10	27	25	24
Social Studies Grade 10	14	18	16

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.4%	2	0.4%	15	2.6%
<b>Eligible for Free Lunch</b>	41	7.3%	59	10.7%	41	7.2%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.2%		93.7%		95.6%
<b>Student Suspensions</b>	24	4.1%	29	5.1%	33	6.0%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	6.4%	4.9%	3.0%
<b>Public Assistance</b>	21-30%	11-20%	11-20%
<b>Student Stability</b>	99%	96%	99%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	45
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	122	65	53%	102	64	63%	106	63	59%
Students with Disabilities	17	0	0%	10	1	10%	9	1	11%
All Students	139	65	47%	112	65	58%	115	64	56%

\*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	110	1	1	0	3	0
Percent	96%	1%	1%	0%	3%	0%

## 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)
9	1	9	18

\*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			3		7	
	Entered GED Program*			7		6	
	Total Noncompleters			10		13	
Students with Disabilities	Dropped Out			0		5	
	Entered GED Program*			0		1	
	Total Noncompleters			0		6	
All Students	Dropped Out	10	1.8%	3	0.5%	12	2.1%
	Entered GED Program*	29	5.1%	7	1.3%	7	1.2%
	Total Noncompleters	39	6.9%	10	1.8%	19	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		480	501
	Number of Students with Disabilities		71	70
	Number of All Students		551	571
	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	4	#	0	0%	0	0%
Science	1	#	1	#	0	0%
Reading	8	100%	2	#	3	#
Writing	1	#	2	#	3	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	0	0%	1	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	9	33%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	15	53%
Writing	0	0%	2	#	7	100%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	129	113	139	14	9	7
Number Scoring 55–100	124	106	128	12	5	7
Number Scoring 65–100	113	93	119	7	3	7
Number Scoring 85–100	47	46	39	1	0	0
Percentage of Tested Scoring 55–100	96%	94%	92%	86%	56%	100%
Percentage of Tested Scoring 65–100	88%	82%	86%	50%	33%	100%
Percentage of Tested Scoring 85–100	36%	41%	28%	7%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	3	78	0	0	7
Number Scoring 55–100	0	#	71	0	0	6
Number Scoring 65–100	0	#	58	0	0	3
Number Scoring 85–100	0	#	10	0	0	1
Percentage of Tested Scoring 55–100	0%	#	91%	0%	0%	86%
Percentage of Tested Scoring 65–100	0%	#	74%	0%	0%	43%
Percentage of Tested Scoring 85–100	0%	#	13%	0%	0%	14%
<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	137	137	147	16	10	21
Number Scoring 55–100	137	133	144	16	9	21
Number Scoring 65–100	127	125	140	13	5	19
Number Scoring 85–100	55	36	67	2	1	4
Percentage of Tested Scoring 55–100	100%	97%	98%	100%	90%	100%
Percentage of Tested Scoring 65–100	93%	91%	95%	81%	50%	90%
Percentage of Tested Scoring 85–100	40%	26%	46%	12%	10%	19%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	122	127	133	12	10	8
Number Scoring 55–100	114	121	130	10	10	8
Number Scoring 65–100	103	104	125	7	4	6
Number Scoring 85–100	39	34	49	0	0	1
Percentage of Tested Scoring 55–100	93%	95%	98%	83%	100%	100%
Percentage of Tested Scoring 65–100	84%	82%	94%	58%	40%	75%
Percentage of Tested Scoring 85–100	32%	27%	37%	0%	0%	12%

(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	113	137	142	8	9	23
Number Scoring 55–100	113	125	142	8	8	23
Number Scoring 65–100	111	121	138	7	8	20
Number Scoring 85–100	20	27	43	0	0	2
Percentage of Tested Scoring 55–100	100%	91%	100%	100%	89%	100%
Percentage of Tested Scoring 65–100	98%	88%	97%	88%	89%	87%
Percentage of Tested Scoring 85–100	18%	20%	30%	0%	0%	9%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	64	73	96	0	1	7
Number Scoring 55–100	64	73	94	0	#	6
Number Scoring 65–100	59	73	90	0	#	5
Number Scoring 85–100	14	26	30	0	#	1
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	#	86%
Percentage of Tested Scoring 65–100	92%	100%	94%	0%	#	71%
Percentage of Tested Scoring 85–100	22%	36%	31%	0%	#	14%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		45	63		1	0
Number Scoring 55–100		44	63		#	0
Number Scoring 65–100		43	61		#	0
Number Scoring 85–100		15	25		#	0
Percentage of Tested Scoring 55–100		98%	100%		#	0%
Percentage of Tested Scoring 65–100		96%	97%		#	0%
Percentage of Tested Scoring 85–100		33%	40%		#	0%
<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	60	49	59	1	0	1
Number Scoring 55–100	60	49	58	#	0	#
Number Scoring 65–100	57	46	54	#	0	#
Number Scoring 85–100	26	11	36	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	0%	#
Percentage of Tested Scoring 65–100	95%	94%	92%	#	0%	#
Percentage of Tested Scoring 85–100	43%	22%	61%	#	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	38	50	42	1	1	0
Number Scoring 55–100	38	49	42	#	#	0
Number Scoring 65–100	35	48	42	#	#	0
Number Scoring 85–100	25	23	23	#	#	0
Percentage of Tested Scoring 55–100	100%	98%	100%	#	#	0%
Percentage of Tested Scoring 65–100	92%	96%	100%	#	#	0%
Percentage of Tested Scoring 85–100	66%	46%	55%	#	#	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	107	100	10	5	3	0
Number Scoring 55–100	94	92	9	4	#	0
Number Scoring 65–100	90	90	9	2	#	0
Number Scoring 85–100	43	42	1	1	#	0
Percentage of Tested Scoring 55–100	88%	92%	90%	80%	#	0%
Percentage of Tested Scoring 65–100	84%	90%	90%	40%	#	0%
Percentage of Tested Scoring 85–100	40%	42%	10%	20%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	83	65	89	2	0	1
Number Scoring 55–100	62	62	79	#	0	#
Number Scoring 65–100	59	57	68	#	0	#
Number Scoring 85–100	23	24	30	#	0	#
Percentage of Tested Scoring 55–100	75%	95%	89%	#	0%	#
Percentage of Tested Scoring 65–100	71%	88%	76%	#	0%	#
Percentage of Tested Scoring 85–100	28%	37%	34%	#	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	26	100%	12	100%	5	80%
Students with Disabilities	6	100%	6	100%	2	#

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	114	114	114	13	13	13	127	127	127
Number Scoring 55–64	5	10	4	0	6	0	5	16	4
Number Scoring 65–84	55	64	70	9	5	10	64	69	80
Number Scoring 85–100	50	32	36	1	0	1	51	32	37
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)