

New York State District Report Card Comprehensive Information Report

BEDS Code: 22-10-01-04-0000

Name: Sackets Harbor Central School District

Superintendent: Suzanne C. Tingley

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	35	34	29
First	38	32	31
Second	33	35	28
Third	40	27	40
Fourth	38	39	29
Fifth	36	34	36
Sixth	37	33	38
Ungraded Elementary	7	5	5
Seventh	44	40	41
Eighth	31	42	38
Ninth	37	29	44
Tenth	44	39	29
Eleventh	42	42	36
Twelfth	32	41	40
Ungraded Secondary	6	13	1
Total K-12 Enrollment	500	485	465

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	4	0.8%	3	0.6%	2	0.4%
Black (Not Hispanic)	1	0.2%	5	1.0%	4	0.9%
Hispanic	2	0.4%	3	0.6%	3	0.6%
White (Not Hispanic)	493	98.6%	474	97.7%	456	98.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	16	15
Common Branch	18	17	16
English Grade 8	17	21	18
Mathematics Grade 8	12	18	20
Science Grade 8	15	20	19
Social Studies Grade 8	0	0	37
English Grade 10	14	12	10
Mathematics Grade 10	15	18	23
Science Grade 10	29	0	0
Social Studies Grade 10	0	0	40

(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
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%	0	0.0%	0	0.0%
Eligible for Free Lunch	118	23.6%	93	19.2%	83	17.8%

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		94.2%		96.1%		96.0%
Student Suspensions	10	1.9%	0	0.0%	0	0.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.0%	8.5%	8.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	43
Total Other Professional Staff	6
Total Paraprofessionals	7
Teaching Out of Certification*	2
Teachers with Temporary Licenses	1

*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	25	17	68%	33	17	52%	31	18	58%
Students with Disabilities	4	0	0%	3	2	67%	3	0	0%
All Students	29	17	59%	36	19	53%	34	18	53%

*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	6	16	3	2	7	0
Percent	18%	47%	9%	6%	21%	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)
3	0	3	6

*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			1		4	
	Entered GED Program*			4		2	
	Total Noncompleters			5		6	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			3		0	
	Total Noncompleters			4		0	
All Students	Dropped Out	3	1.9%	2	1.3%	4	2.7%
	Entered GED Program*	2	1.3%	7	4.4%	2	1.3%
	Total Noncompleters	5	3.1%	9	5.6%	6	4.0%

*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		98%	98%
2-3		98%	98%

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		97	104
	Number of Students with Disabilities		18	13
	Number of All Students		115	117
	Percent of Enrollment		96%	99%
9-12	Number of General-Education Students		128	127
	Number of Students with Disabilities		23	22
	Number of All Students		151	149
	Percent of Enrollment		95%	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	39	97%	36	97%	30	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%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	3	#	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	1	#	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	1	#	0	0%	0	0%

Students with Disabilities

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	0	0%	1	#	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
Comprehensive English						
Number Tested	41	38	34	4	4	4
Number Scoring 55–100	41	38	34	#	#	#
Number Scoring 65–100	40	37	33	#	#	#
Number Scoring 85–100	14	15	16	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	98%	97%	97%	#	#	#
Percentage of Tested Scoring 85–100	34%	39%	47%	#	#	#
Mathematics A						
Number Tested	0	33	29	0	3	4
Number Scoring 55–100	0	33	27	0	#	#
Number Scoring 65–100	0	26	26	0	#	#
Number Scoring 85–100	0	9	7	0	#	#
Percentage of Tested Scoring 55–100	0%	100%	93%	0%	#	#
Percentage of Tested Scoring 65–100	0%	79%	90%	0%	#	#
Percentage of Tested Scoring 85–100	0%	27%	24%	0%	#	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	54	39	33	8	5	4
Number Scoring 55–100	52	37	33	7	4	#
Number Scoring 65–100	30	33	32	4	4	#
Number Scoring 85–100	7	4	11	0	1	#
Percentage of Tested Scoring 55–100	96%	95%	100%	88%	80%	#
Percentage of Tested Scoring 65–100	56%	85%	97%	50%	80%	#
Percentage of Tested Scoring 85–100	13%	10%	33%	0%	20%	#
U.S. History and Government (first administered June 2001)						
Number Tested	41	37	35	3	3	3
Number Scoring 55–100	38	37	35	#	#	#
Number Scoring 65–100	34	32	34	#	#	#
Number Scoring 85–100	12	11	15	#	#	#
Percentage of Tested Scoring 55–100	93%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	83%	86%	97%	#	#	#
Percentage of Tested Scoring 85–100	29%	30%	43%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	36	64	1	4	6	0
Number Scoring 55–100	36	64	#	#	6	0
Number Scoring 65–100	36	62	#	#	6	0
Number Scoring 85–100	7	17	#	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	#	#	100%	0%
Percentage of Tested Scoring 65–100	100%	97%	#	#	100%	0%
Percentage of Tested Scoring 85–100	19%	27%	#	#	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	37	0	62	5	0	8
Number Scoring 55–100	37	0	58	5	0	6
Number Scoring 65–100	33	0	53	3	0	3
Number Scoring 85–100	12	0	25	0	0	1
Percentage of Tested Scoring 55–100	100%	0%	94%	100%	0%	75%
Percentage of Tested Scoring 65–100	89%	0%	85%	60%	0%	38%
Percentage of Tested Scoring 85–100	32%	0%	40%	0%	0%	12%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		21	21		1	0
Number Scoring 55–100		21	20		#	0
Number Scoring 65–100		16	19		#	0
Number Scoring 85–100		2	3		#	0
Percentage of Tested Scoring 55–100		100%	95%		#	0%
Percentage of Tested Scoring 65–100		76%	90%		#	0%
Percentage of Tested Scoring 85–100		10%	14%		#	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	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 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	20	18	33	1	0	1
Number Scoring 55–100	20	18	33	#	0	#
Number Scoring 65–100	20	18	33	#	0	#
Number Scoring 85–100	13	16	29	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	65%	89%	88%	#	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	35	1	0	3	0	0
Number Scoring 55–100	32	#	0	#	0	0
Number Scoring 65–100	26	#	0	#	0	0
Number Scoring 85–100	9	#	0	#	0	0
Percentage of Tested Scoring 55–100	91%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	74%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	26%	#	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	32	23	23	4	1	0
Number Scoring 55–100	31	23	20	#	#	0
Number Scoring 65–100	29	22	17	#	#	0
Number Scoring 85–100	16	5	8	#	#	0
Percentage of Tested Scoring 55–100	97%	100%	87%	#	#	0%
Percentage of Tested Scoring 65–100	91%	96%	74%	#	#	0%
Percentage of Tested Scoring 85–100	50%	22%	35%	#	#	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	16	100%	14	100%	12	100%
Students with Disabilities	2	#	2	#	8	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	30	0%	0%	53%	47%
	Students with Disabilities	6	0%	0%	83%	17%
	All Students	36	0%	0%	58%	42%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	34	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	37	0%	22%	70%	8%

(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	31	31	31	6	6	6	37	37	37
Number Scoring 55–64	8	1	0	2	3	1	10	4	1
Number Scoring 65–84	15	18	21	1	0	3	16	18	24
Number Scoring 85–100	8	10	10	0	0	0	8	10	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)