

New York State School Report Card Comprehensive Information Report

BEDS Code: 41-04-01-06-0005
 Name: Adirondack High School
 Principal: Frederick Morgan

Grade Range : 9-12

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	175	164	153
Tenth	143	140	118
Eleventh	126	122	130
Twelfth	129	122	120
Ungraded Secondary	22	16	23
Total K-12 Enrollment	595	564	544

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	6	1.0%	5	0.9%	8	1.5%
Black (Not Hispanic)	0	0.0%	0	0.0%	1	0.2%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	589	99.0%	559	99.1%	535	98.3%

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	20	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	21	23
Mathematics Grade 10	0	23	21
Science Grade 10	28	0	18
Social Studies Grade 10	22	22	19

(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
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower 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	93	15.6%	86	15.3%	92	16.9%

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		93.5%		93.5%		93.6%
Student Suspensions	77	13.0%	75	12.6%	54	9.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.9%	7.6%	9.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	99%	99%

Staff Counts

Staff	2002–2003
Total Teachers	41
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	4
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	114	79	69%	108	82	76%	111	79	71%
Students with Disabilities	13	2	15%	3	0	0%	7	1	14%
All Students	127	81	64%	111	82	74%	118	80	68%

*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	41	48	3	9	14	3
Percent	35%	41%	3%	8%	12%	3%

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	1	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			11		36	
	Entered GED Program*			4		2	
	Total Noncompleters			15		38	
Students with Disabilities	Dropped Out			1		6	
	Entered GED Program*			5		1	
	Total Noncompleters			6		7	
All Students	Dropped Out	15	2.5%	12	2.1%	42	7.7%
	Entered GED Program*	0	0.0%	9	1.6%	3	0.6%
	Total Noncompleters	15	2.5%	21	3.7%	45	8.3%

*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		0	457
	Number of Students with Disabilities		0	64
	Number of All Students		0	521
	Percent of Enrollment		0%	96%

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%	54	96%	54	85%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	28	93%	54	72%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	6	50%	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	5	20%	4	#

(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	#	2	#
Science	4	#	0	0%	0	0%
Reading	0	0%	3	#	4	#
Writing	0	0%	4	#	2	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	80%	18	83%
Science	3	#	2	#	8	38%
Reading	2	#	8	62%	6	17%
Writing	1	#	6	100%	6	83%
Global Studies	2	#	2	#	4	#
U.S. Hist & Gov't	1	#	3	#	5	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	129	118	135	14	7	5
Number Scoring 55–100	119	106	117	6	3	1
Number Scoring 65–100	108	91	102	4	2	1
Number Scoring 85–100	21	30	24	0	0	0
Percentage of Tested Scoring 55–100	92%	90%	87%	43%	43%	20%
Percentage of Tested Scoring 65–100	84%	77%	76%	29%	29%	20%
Percentage of Tested Scoring 85–100	16%	25%	18%	0%	0%	0%
Mathematics A						
Number Tested	0	210	137	0	10	13
Number Scoring 55–100	0	156	130	0	6	11
Number Scoring 65–100	0	103	119	0	2	9
Number Scoring 85–100	0	18	35	0	0	1
Percentage of Tested Scoring 55–100	0%	74%	95%	0%	60%	85%
Percentage of Tested Scoring 65–100	0%	49%	87%	0%	20%	69%
Percentage of Tested Scoring 85–100	0%	9%	26%	0%	0%	8%
Mathematics B (first administered June 2001)						
Number Tested	0	0	26	0	0	0
Number Scoring 55–100	0	0	25	0	0	0
Number Scoring 65–100	0	0	18	0	0	0
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	69%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	4%	0%	0%	0%
Global History and Geography						
Number Tested	134	137	130	12	7	15
Number Scoring 55–100	132	126	117	11	5	11
Number Scoring 65–100	124	124	106	9	4	8
Number Scoring 85–100	50	39	47	0	1	0
Percentage of Tested Scoring 55–100	99%	92%	90%	92%	71%	73%
Percentage of Tested Scoring 65–100	93%	91%	82%	75%	57%	53%
Percentage of Tested Scoring 85–100	37%	28%	36%	0%	14%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	127	129	128	8	8	6
Number Scoring 55–100	120	121	125	6	4	6
Number Scoring 65–100	117	115	123	5	4	5
Number Scoring 85–100	58	59	68	2	1	1
Percentage of Tested Scoring 55–100	94%	94%	98%	75%	50%	100%
Percentage of Tested Scoring 65–100	92%	89%	96%	62%	50%	83%
Percentage of Tested Scoring 85–100	46%	46%	53%	25%	12%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	131	215	107	6	17	22
Number Scoring 55–100	130	210	96	5	14	17
Number Scoring 65–100	127	199	73	4	9	10
Number Scoring 85–100	26	40	16	0	1	1
Percentage of Tested Scoring 55–100	99%	98%	90%	83%	82%	77%
Percentage of Tested Scoring 65–100	97%	93%	68%	67%	53%	45%
Percentage of Tested Scoring 85–100	20%	19%	15%	0%	6%	5%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	116	25	112	2	1	7
Number Scoring 55–100	115	25	112	#	#	7
Number Scoring 65–100	111	25	112	#	#	7
Number Scoring 85–100	67	21	81	#	#	1
Percentage of Tested Scoring 55–100	99%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	96%	100%	100%	#	#	100%
Percentage of Tested Scoring 85–100	58%	84%	72%	#	#	14%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		76	90		2	0
Number Scoring 55–100		74	90		#	0
Number Scoring 65–100		63	80		#	0
Number Scoring 85–100		8	20		#	0
Percentage of Tested Scoring 55–100		97%	100%		#	0%
Percentage of Tested Scoring 65–100		83%	89%		#	0%
Percentage of Tested Scoring 85–100		11%	22%		#	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	50	52	6	0	1	1
Number Scoring 55–100	49	52	6	0	#	#
Number Scoring 65–100	49	49	6	0	#	#
Number Scoring 85–100	26	14	3	0	#	#
Percentage of Tested Scoring 55–100	98%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	98%	94%	100%	0%	#	#
Percentage of Tested Scoring 85–100	52%	27%	50%	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	1	0	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%
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	32	8	0	0	0
Number Scoring 55–100	33	32	8	0	0	0
Number Scoring 65–100	32	32	8	0	0	0
Number Scoring 85–100	19	18	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	56%	75%	0%	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	113	0	0	5	0	0
Number Scoring 55–100	83	0	0	3	0	0
Number Scoring 65–100	75	0	0	2	0	0
Number Scoring 85–100	31	0	0	0	0	0
Percentage of Tested Scoring 55–100	73%	0%	0%	60%	0%	0%
Percentage of Tested Scoring 65–100	66%	0%	0%	40%	0%	0%
Percentage of Tested Scoring 85–100	27%	0%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	101	63	0	1	1	0
Number Scoring 55–100	99	57	0	#	#	0
Number Scoring 65–100	92	51	0	#	#	0
Number Scoring 85–100	50	19	0	#	#	0
Percentage of Tested Scoring 55–100	98%	90%	0%	#	#	0%
Percentage of Tested Scoring 65–100	91%	81%	0%	#	#	0%
Percentage of Tested Scoring 85–100	50%	30%	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	59	100%	36	100%	48	96%
Students with Disabilities	10	80%	6	100%	11	64%

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	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
June 2003	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
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	117	117	117	14	14	14	131	131	131
Number Scoring 55–64	1	2	0	3	1	1	4	3	1
Number Scoring 65–84	62	52	61	8	6	7	70	58	68
Number Scoring 85–100	51	57	51	0	1	0	51	58	51
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)