

New York State District Report Card Comprehensive Information Report

BEDS Code: 16-14-01-06-0000
 Name: Saranac Lake Central School District
 Superintendent: Scott Amo

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	106	97	92
First	121	136	104
Second	120	94	110
Third	110	123	91
Fourth	95	116	117
Fifth	105	100	118
Sixth	143	123	123
Ungraded Elementary	0	0	0
Seventh	157	147	115
Eighth	150	166	146
Ninth	159	147	162
Tenth	132	158	144
Eleventh	135	128	153
Twelfth	125	138	136
Ungraded Secondary	0	0	5
Total K-12 Enrollment	1658	1673	1616

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	17	1.0%	12	0.7%	17	1.1%
Black (Not Hispanic)	7	0.4%	14	0.8%	18	1.1%
Hispanic	4	0.2%	4	0.2%	5	0.3%
White (Not Hispanic)	1630	98.3%	1643	98.2%	1576	97.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	20	18
Common Branch	19	19	18
English Grade 8	16	23	18
Mathematics Grade 8	22	22	19
Science Grade 8	22	0	18
Social Studies Grade 8	21	21	19
English Grade 10	22	20	18
Mathematics Grade 10	20	21	24
Science Grade 10	25	24	24
Social Studies Grade 10	18	16	22

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.3%	25	1.5%	31	1.9%
Eligible for Free Lunch	223	13.5%	239	14.3%	306	18.9%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.4%		95.1%		95.4%
Student Suspensions	40	2.3%	40	2.4%	40	2.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.0%	7.4%	10.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	132
Total Other Professional Staff	27
Total Paraprofessionals	32
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	102	64	63%	106	63	59%	120	85	71%
Students with Disabilities	10	1	10%	9	1	11%	9	0	0%
All Students	112	65	58%	115	64	56%	129	85	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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	63	40	4	2	13	7
Percent	49%	31%	3%	2%	10%	5%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
9	0	3	12

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	3		7		3	0.6%
	Entered GED Program*	7		6		2	0.4%
	Total Noncompleters	10		13		5	1.0%
Students with Disabilities	Dropped Out	0		5		1	1.0%
	Entered GED Program*	0		1		1	1.0%
	Total Noncompleters	0		6		2	2.1%
All Students	Dropped Out	3	0.5%	12	2.1%	4	0.6%
	Entered GED Program*	7	1.3%	7	1.2%	3	0.5%
	Total Noncompleters	10	1.8%	19	3.3%	7	1.1%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	480	501	275
	Number of Students with Disabilities	71	70	25
	Number of All Students	551	571	300
	Percent of Enrollment	100%	100%	50%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	57	86%	58	95%	43	91%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	52	96%	63	98%	62	90%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	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	2	#	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	2	#	3	#	2	#
Writing	2	#	3	#	1	#
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	1	#	1	#	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	9	33%	2	#
Science	0	0%	0	0%	0	0%
Reading	1	#	15	53%	7	14%
Writing	2	#	7	100%	0	0%
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	113	139	149	9	7	19
Number Scoring 55-100	106	128	139	5	7	15
Number Scoring 65-100	93	119	129	3	7	9
Number Scoring 85-100	46	39	56	0	0	0
Percentage of Tested Scoring 55-100	94%	92%	93%	56%	100%	79%
Percentage of Tested Scoring 65-100	82%	86%	87%	33%	100%	47%
Percentage of Tested Scoring 85-100	41%	28%	38%	0%	0%	0%
Mathematics A						
Number Tested	3	78	157	0	7	26
Number Scoring 55-100	#	71	157	0	6	26
Number Scoring 65-100	#	58	147	0	3	22
Number Scoring 85-100	#	10	54	0	1	3
Percentage of Tested Scoring 55-100	#	91%	100%	0%	86%	100%
Percentage of Tested Scoring 65-100	#	74%	94%	0%	43%	85%
Percentage of Tested Scoring 85-100	#	13%	34%	0%	14%	12%
Mathematics B						
Number Tested	0	0	70	0	0	0
Number Scoring 55-100	0	0	68	0	0	0
Number Scoring 65-100	0	0	63	0	0	0
Number Scoring 85-100	0	0	23	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	33%	0%	0%	0%
Global History and Geography						
Number Tested	137	147	147	10	21	25
Number Scoring 55-100	133	144	140	9	21	23
Number Scoring 65-100	125	140	130	5	19	16
Number Scoring 85-100	36	67	66	1	4	1
Percentage of Tested Scoring 55-100	97%	98%	95%	90%	100%	92%
Percentage of Tested Scoring 65-100	91%	95%	88%	50%	90%	64%
Percentage of Tested Scoring 85-100	26%	46%	45%	10%	19%	4%
U.S. History and Government						
Number Tested	127	133	141	10	8	20
Number Scoring 55-100	121	130	137	10	8	18
Number Scoring 65-100	104	125	128	4	6	13
Number Scoring 85-100	34	49	72	0	1	3
Percentage of Tested Scoring 55-100	95%	98%	97%	100%	100%	90%
Percentage of Tested Scoring 65-100	82%	94%	91%	40%	75%	65%
Percentage of Tested Scoring 85-100	27%	37%	51%	0%	12%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	137	142	155	9	23	20
Number Scoring 55-100	125	142	154	8	23	20
Number Scoring 65-100	121	138	153	8	20	19
Number Scoring 85-100	27	43	34	0	2	0
Percentage of Tested Scoring 55-100	91%	100%	99%	89%	100%	100%
Percentage of Tested Scoring 65-100	88%	97%	99%	89%	87%	95%
Percentage of Tested Scoring 85-100	20%	30%	22%	0%	9%	0%
Physical Setting/Earth Science						
Number Tested	96	137	129	2	7	16
Number Scoring 55-100	96	135	123	#	6	15
Number Scoring 65-100	96	131	113	#	5	13
Number Scoring 85-100	48	63	45	#	1	1
Percentage of Tested Scoring 55-100	100%	99%	95%	#	86%	94%
Percentage of Tested Scoring 65-100	100%	96%	88%	#	71%	81%
Percentage of Tested Scoring 85-100	50%	46%	35%	#	14%	6%
Physical Setting/Chemistry						
Number Tested	45	63	80	1	0	2
Number Scoring 55-100	44	63	80	#	0	#
Number Scoring 65-100	43	61	78	#	0	#
Number Scoring 85-100	15	25	31	#	0	#
Percentage of Tested Scoring 55-100	98%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	96%	97%	97%	#	0%	#
Percentage of Tested Scoring 85-100	33%	40%	39%	#	0%	#
Physical Setting/Physics						
Number Tested			29			0
Number Scoring 55-100			28			0
Number Scoring 65-100			28			0
Number Scoring 85-100			5			0
Percentage of Tested Scoring 55-100			97%			0%
Percentage of Tested Scoring 65-100			97%			0%
Percentage of Tested Scoring 85-100			17%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	49	59	54	0	1	3
Number Scoring 55-100	49	58	54	0	#	#
Number Scoring 65-100	46	54	54	0	#	#
Number Scoring 85-100	11	36	25	0	#	#
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	#	#
Percentage of Tested Scoring 65-100	94%	92%	100%	0%	#	#
Percentage of Tested Scoring 85-100	22%	61%	46%	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	50	42	50	1	0	1
Number Scoring 55-100	49	42	50	#	0	#
Number Scoring 65-100	48	42	48	#	0	#
Number Scoring 85-100	23	23	27	#	0	#
Percentage of Tested Scoring 55-100	98%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	96%	100%	96%	#	0%	#
Percentage of Tested Scoring 85-100	46%	55%	54%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	65	89	5	0	1	0
Number Scoring 55-100	62	79	4	0	#	0
Number Scoring 65-100	57	68	2	0	#	0
Number Scoring 85-100	24	30	1	0	#	0
Percentage of Tested Scoring 55-100	95%	89%	80%	0%	#	0%
Percentage of Tested Scoring 65-100	88%	76%	40%	0%	#	0%
Percentage of Tested Scoring 85-100	37%	34%	20%	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	12	100%	5	80%	0	0%
Students with Disabilities	6	100%	2	#	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	98	2%	5%	47%	46%
	Students with Disabilities	19	0%	11%	74%	16%
	All Students	117	2%	6%	51%	41%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	131	2%	39%	47%	12%
	Students with Disabilities	18	28%	61%	11%	0%
	All Students	149	5%	42%	43%	11%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	14	14	14	126	126	126
Number Scoring 55–64	1	1	1	2	2	1	3	3	2
Number Scoring 65–84	74	59	67	6	5	8	80	64	75
Number Scoring 85–100	33	47	40	2	2	1	35	49	41
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			5			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			0			#
Proficient (37-39)			5			#
Reading and Writing (Grade 2-4)						
Number Tested			5			1
Beginning (0-14)			0			#
Intermediate (15-24)			1			#
Advanced (25-32)			2			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 5-6)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)